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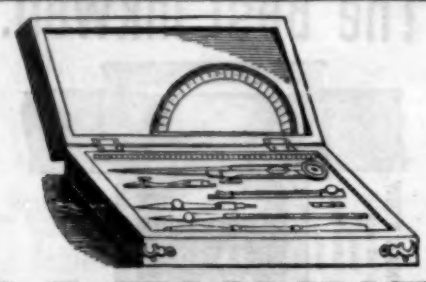

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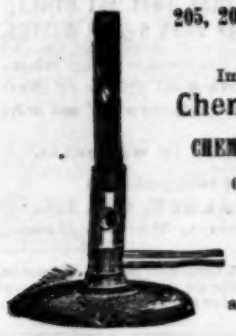

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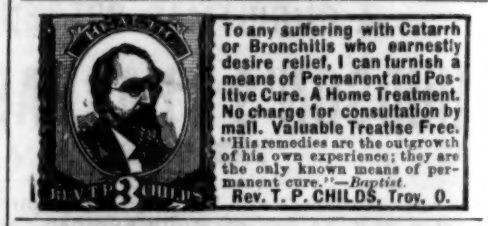

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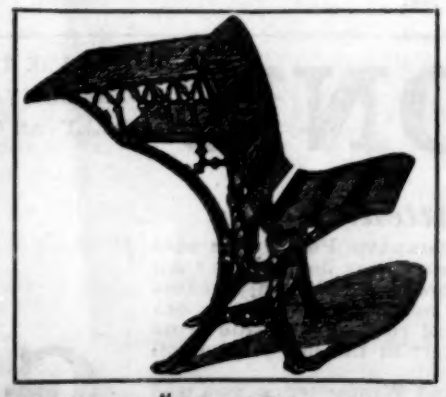

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Journal of Education.

Vol. XIV. Published by NEW-ENGLAND PUBLISHING COMPANY, Boston, Mass. No. 24.

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THE POOR LITTLE CHRIST-CHILD.

BY LOUISA PARSONS HOPKINS.

"Whom met you, dearest mother,
Upon the Christmas street?"
"My darling, 'twas no other
Than the Christ-child I did meet."

"O mother, was he shining
With glorious heavenly light?"
"Nay, he was low-reclining;
His face was wan and white."

"Dear mother, was he carried
In Mary's loving arms?"
"Nay; strangers near him tarried,
He shook with wild alarms."

"O tell us, dearest mother,
Where did the Christ-child go?"
"The hospital's low pallet
Received him, suffering so."

"Quick, let me run and bring him
Our loveliest gift and best!"
"Yes, child, for with such giving
Our Christmas will be blest."

"For inasmuch," said Jesus,
When on the earth, said he,
"As ye do it to the least of them,
Ye do it unto me."

PUBLIC OPINION.

THE NEGRO.—Judge Tourjee thinks that not only has the education of the negro in America been an eminent success, but that, considering the beginning, the means, and the visible results, it has been the most signal instance of intellectual progress on the part of a race or a people that history records within a like period.

EDUCATION TO THE FRONT.—The schoolmaster has not been remunerated for his work these latter years in Charleston; but, now that a more prosperous condition of our affairs has been achieved, the duty of fixing public attention on education in public, and as well in private academies, and especially in the more liberal branches of study, is, I conceive, a high public duty. Our finances may flourish, we may project grand public improvements, wealth may accumulate; but, looking to the great future before us, we must elevate education to the very front rank of public and private duties. "It is educated mind that rules, whether in the cotton-factory, the cotton-field, the machine-shop, the counting-house, the senate, or the pulpit: It is brain-power which makes a people."—*Mayor Courtenay's Annual Review, Charleston, S. C.*

HOW TO IMPROVE THE SCHOOL.—Simply by constituting the principal teachers an advisory board upon all matters relating to courses of study and methods of teaching. Let the school law be amended, so as to constitute a legal advisory branch board, of which the superintendent shall be president, and his chief assistants, vice-presidents. Let this board hold its meetings regularly, subject to all the parliamentary rules governing the House of Representatives. Let its members be sworn, and let their proceedings be public, published in the newspapers and subject to public criticism. As the legal relation of this body would be the same as the House sustains to the Senate, its action would be of effect only when concurred in by the Board of Education, the Senate. This would make the combined wisdom of the teachers available in the direction of educational matters.—*Central Christian Advocate, St. Louis.*

OUR DUTY TO THE SOUTH.—The census has already sounded the alarm in the appalling figures which mark how dangerously high the tide of illiteracy has risen among our voters and their children. To the South this question is of supreme importance, but the responsibility for the existence of slavery did not rest upon the South alone. The Nation itself is responsible for the extension of the suffrage, and is under special obligation to aid in removing the illiteracy which it has added to the voting population. For the North and South alike there is but one remedy. All the constitutional power of the Nation and of the States, and all the volunteer forces of the people should be summoned to meet this danger by the strong influence of universal education.—*From Prest. Garfield's Inaugural, March* 4, 1881.

WHAT THE PUPIL SHOULD KNOW.—A child of decent mental powers ought to be able, at fourteen or fifteen years of age,—1. To read well, and spell the words he uses. 2. To write a neat and legible hand. 4. To know considerable geography, and considerable of the history of the world and its eminent men, especially of his own country. 4. To speak correct English, and to write readily a well-expressed letter of business or friendship. 5. To solve accurately plain business problems. 6. To draw simple objects. 7. To know how to care for his body, and keep it in health. 8. He ought to know clearly the great principles to be followed to render people happy, honorable, and useful. 9. He ought to have a stock of accurate general information, and to be interested in newspapers.—*N. Y. School Journal.*

THE NEEDS OF THE SOUTH.—There is nothing that the South needs more just now than the energetic, rapid, and thorough provision of teachers for both whites and blacks from among her own sons and daughters. It is their legitimate and proper work. None others can be so well fitted by natural adaptations and congenial associations. It is not at all strange that northern teachers and institutions planted by Northern charity should be viewed with more or less of coldness if not of envious suspicion and wounded pride. It is the best design of all such extraneous aid to inspire a healthy interest among the permanent occupants of the soil, and help them on toward self-support.—*Springfield (Mass.) Republican.*

CRAM.—There is something so relentless in the pressure of our public school system, especially in its higher grades; there is in it so little possibility of adaptation to the needs and weaknesses of individual pupils; and the spur which it constantly applies to the more sensitive and finely-constituted minds is so excessive, that great and often irreparable injury is the result. Responsibility for the existence of this state of things is divided. It lies in part with the system, which is too exacting and inflexible; in part with teachers, who encourage emulation and fail to heed signs of weakness; and in part with parents who, filled with a foolish pride to have their children make a good showing in the marks of the term, and the examinations and exhibitions, stimulate their ambition at the hazard of their health. But wherever the responsibility and whatever the remedy, the evil is a great, and if our observation does not mislead us, a growing one.—*Boston Journal.*

MORAL TRAINING IN SCHOOLS.—From thirty to fifty active observers are receiving impressions from your manner of moving, from your tones of voice, from the disposition and temper which you exhibit before them, from your kindness or the want of it, from your earnestness of purpose, from your justice and firmness, from your efforts to make the school-room pleasant. These impressions, according to their nature, will help or hinder your work of moral instruction and dicipline. —*Prof N. A. Calkins.*

THE CHILD-CRIMINAL.

BY CHARLES F. THWING, CAMBRIDGE, MASS.

The age is one of young criminals. In England and Wales it is proved that the largest proportion of crimes are committed by those between the years of twenty and twenty-five. Between these limits are found nearly one third of the convicts of the Massachusetts State Prison. Of the seven hundred and twenty-one prisoners, nine are between the age of fifteen and twenty, two hundred and twenty-three between twenty and twenty-five, one hundred and fifty-seven between twenty-five and thirty, one hundred and ninety-five between thirty an forty, seventy-eight between forty and fifty, forty between fifty and sixty, only six between sixty and seventy, and only three between seventy and eighty. More than one-third of the women confined in the Massachusetts prison at Sherburn are less than twenty-five years old, and more than one-half are under the age of thirty.

It is natural to suppose that the larger share of the crimes of young men and of boys is committed not against the person, but against property. The person would be judged to be more sacred in the eyes of a youth than a house or a store. But facts indicate that the opposite is the case. Of the twenty-one prisoners committed to the Massachusetts penitentiary at Concord for offences against the person, two were twenty-five years old, two twenty-four, one each twenty-three, twenty-two, and twenty-one, two nineteen, and one seventeen. Only six were beyond the age of thirty-three. Ten were only twenty-five years old or less. But in the case of the crimes against property, only fifty-four of the one hundred and twenty of those for which commitments were made belong to convicts of this age. Life is less sacred to the young criminal than ownership.

Case after case of burglary and of murder might be reached, committed by boys or young men. The newspapers teem with the narratives. In the State of Maine several cases of manslaughter of extreme barbarity have been lately perpetrated by youth. A young man in the small town of China, in that State, without apparent provocation, struck and killed his mother, and tried to burn her body. Another, of the age of eighteen, has recently been convicted of murder. A boy in the midst of his teens, shot and killed his own father, in a fit of madness occasioned by the paternal reprimand for disturbing a religious meeting. Perhaps the fact that the lad claimed he thought the

gun was not loaded, and that he wished only to frighten his father, fails to furnish much justification. Within a few weeks a boy of fourteen years has been convicted of manslaughter. The victim was a playmate younger than himself. The amount of crime committed by those under the age of twenty, crime against both person and property, and especially against the person, is enormous.

The causes which influence the young toward criminal courses are numerous, and are not deeply hidden. Upon the influence of heredity opinions differ but that the vicious character of ancestors tends to at least some degree to form a vicious character in the child is generally conceded. Mr. Dugdale's studies of "The Jukes" and of other criminals, even if other evidence was not abundant, are sufficient to establish this fact. As pauperism runs in families, so also does criminality; and the latter as well as the former manifests itself at an early age. These inherited vicious qualities are usually indicated in the narrowness of intellectual vision, in the impetuosity of passion and the absence of self-control. They are qualities which to an extent are the peculiar attributes of youth, and more especially of youth whose parental training has been defective.

It is not to be doubted, moreover, that much of the reading with which boys furnish themselves provokes to vicious and criminal courses. So far as I have read many of the baser papers which boys read, I cannot support the charges of their thoroughly demoralizing character that it is the rule to make. They are surely bad enough. They are literary, as are their pictures, æsthetic monstrosities. But they are not so immoral as they are inane. Their villains usually come to grief. Vice is not painted in attractive colors. Virtue commonly triumphs. But their inanity surpasses belief. Yet there are many books whose influence in corrupting youth is terrible. In inciting to crime and viciousness, they are more potent than many of the papers.

But of more power in tempting boys to evil lives than either heredity or bad reading, is the ill-starred home. The home which is criminal, of course, leads its young members into criminalty. But, what is more common, the home that is the abode of drunkenness and squalor, that is without comforts, that is devoid of instruction in the principles of morality, this is the home that is the nurse of evil and crime. As it is the home which creates purity and righteousness in its members, so likewise it is the home which fosters impurity and sin. Any attempt to wipe out permanently the prevalence of crime in the young, must touch first and before all the home.

AUTHORIAL BIRTHDAY CELEBRATIONS.

WEBSTER DAY.

BY J. B. PEASLEE, LL.D., CINCINNATI.

Many letters have been received by me within the past three years, asking for information in regard to the manner, etc., of celebrating the birthdays of distinguished authors and statesmen, in the public schools of Cincinnati. Of late there have been many inquiries concerning "Webster Day." I have, therefore, concluded to write a plain statement for THE JOURNAL on the subject of birthday celebrations.

That the readers of THE JOURNAL may be informed as to the amount of time given to this work, and the manner of preparing for it, I will state that some eight weeks previous to a celebration I make selections from the author whose birthday is to be observed, of gem-thoughts to be memorized by all the pupils in the grades taking part, and issue instructions to the principals of the several schools to devote the *regular* time,—fifteen minutes per day,—now given in the course of study to memorizing and reciting gems of literature, to teaching these or other appropriate selections from the same authors. No extra time, therefore, is taken by the pupils for this work. They memorize selections from the special author instead of those from miscellaneous authors. The compositions by the pupils on the life and writings of the author are written during the regular time set apart for compositions in the school programs; the declamation (individual recitations) are learned out of school hours; the songs are prepared during the regular bells for singing. On the day of celebration, not exceeding two hours and a half of school-time are devoted to the recitation of gems by entire classes, to the reading of sketches of the author's life and writings by pupils, to declamation, to select readings, to singing, and to appropriate talks by teachers and others. Let me say here, that but two celebrations a year are held in a school, and that the greatest amount of extra time devoted to celebrations in any of the schools is two afternoons, or, including the recesses, five hours per year. In brief, except on the afternoons named, the regular recitations are not interfered with in the least.

WEBSTER DAY.

The hundredth anniversary of the birthday of Daniel Webster will occur on the 18th of January next. Early in the present month (November) I announced to the principals of the schools that the next celebration,—the only one to be held within the present school-year,—would be that of Webster's birthday; and as he was one of our greatest statesmen, the fifteen minutes a day assigned to gem-learning should be devoted,- till that time, largely to teaching the pupils patriotic passages from Webster and others. Of course, anything from Webster, whether of a patriotic nature or not, will be appropriate for the occasion. Perhaps I cannot indicate the scope and character of the celebration in a better way than by giving a few of the selections made for the day. They are numbered for convenience only:

I. *Extracts* from "Declaration of Independence."
> "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.—*Thomas Jefferson.*

II. *The Preamble* to the Constitution of the United States.
III. *Sketches* of the life and services of Webster, by the pupils.
IV. *Extracts* from Webster's speeches.
V. *Extracts* from writings on Webster, or on other great men; as,—

"We called him great; for in every part
He seemed colossal; in his port and speech,
In his large brain, and in his larger heart;
And when upon the roll his name we saw
Of those who govern, then we felt secure,
Because we knew his reverence for the law."
—"*Webster,*" *by J. W. Parsons.*

"Oh, for an hour of Webster now! Oh, for one more roll of that thunder inimitable! one more peal of that clarion! one more grave and bold counsel of moderation! one more throb of American feeling! one more farewell address! and he might ascend, unhindered, to the bosom of his Father and his God."—*Rufus Choate.*

"Charles Sumner," by Longfellow, beginning,—
"Alike are life and death,"

"Psalm of Life," beginning,—
"Lives of great men."

VI. *Selections* on our Country, on Liberty, Union, American Flag, etc.; as,—

An extract from Grimke; beginning,—
"We cannot honor our country with too deep a reverence."

"The building of the Ship," by Longfellow; beginning,—
"Thou, too, sail on, O Ship of State!"

"Lay of the Last Minstrel," by Scott; beginning,—
"Breathes there a man with soul so dead."

"Liberty, our Queen," by Holmes; beginning,—
"Freedom! sweet Freedom! our voices resound."

"Union and Liberty," by Holmes; beginning,—
"Lord of the Universe! shield us and guide us."

"The Union — United America: She holds in one hand the fair olive-branch of peace, and in the other the thunderbolt and meteor-flag of reluctant and rightful war. There may she sit forever, the stars of Union upon her brow, the rock of Independence beneath her feet."
—*Rufus Choate.*

VII. *For Declamations:*
"The Blue and the Gray," by Finch;
"Warren's Address," by Pierpont;
"Paul Revere's Ride," by Longfellow; etc.

VIII. *Songs:*
"Star-Spangled Banner;"
"My Country, 'tis of thee;"
"Hail Columbia;"
"Union and Liberty," by Holmes.

IX. *Talks*, by teachers and others.

Let it be understood that the schools are not confined to the selections made by me; they are intended only as a guide. For the upper grades of the grammar schools, and for the high schools, the selections should be taken largely from Webster. In conclusion, let me recommend that the portraits of authors and statesmen be placed in our school-rooms.

OBJECTIVE TEACHING.

BY "SHADOW."

Webster defines an object as "that which occupies the mind in the act of knowing." From the prefix *ob*, against, and the verb *jacere*, to throw, we gain the impression of something thrown or placed against the attention in such a way as shall make an impression upon the mind or intellect. It may be a natural object, such as a ball, book, or stone; in which case it is through the medium of the senses of sight and touch presented to the mind. Anything which, by means of any of the other senses, or by all combined, conveys an impression to the mind, is no less an object.

Then there are what appears to be products of the mind, formed by a re-arrangement of pre-conceived ideas. These may be called mental objects, or subjective objects, which are gained by means of inward perception or consciousness.

The method of imparting instruction by means of material objects has given rise to the term "object-lesson," or "object-teaching"; but, though this term implies one aspect of the work, the expression is too narrow to convey a correct impression of the natural system of education, while the too close adherence to the material object has, doubtless, retarded the progress of mental development in our schools.

During two or three of the first lessons upon objects, we have observed that the interest is very great; but, in a short time, it dies out, and the work drags along in a way that shows both teacher and pupils to be exceedingly weary of the subject. Many have been the vain questionings as to the failure in the attainment of the end proposed, but few have discovered the cause, which, probably, is due to the teacher's inability to comprehend the full signification of the term, as well as the real purpose of the natural methods of instruction. An object-lesson lasting through half an-hour each day, or, perhaps, occupying forty minutes of each week, is of little use, and will do but little, if anything, toward developing the mental powers, if the other lessons of the school are carried on in parrot fashion, where definitions, rules, and a limited number of isolated facts are learned "by heart" (whatever that means), and recited in words of the meaning of which the child has not the remotest conception. It would, perhaps, be well to do away with the term "object-lesson," and, in its place, to use the expression "objective teaching," in which every lesson, and almost every word in each lesson, becomes a mental object. And, in the consideration of "objective teaching," we may speak of the place of material objects.

From the use of objects the child gains the habit of observing and noting peculiarities of size, shape, color, weight, etc.; and in the consideration of qualities, he learns to compare, thus gaining the very basis of education, which consists of a knowledge of resemblances and differences. Next, he must learn to group the objects, according to their resemblances and differences, into classes.

One reason urged for the study of objects as a means to education, is that real things excite the interest of the pupil. To an extent this is true; but we are bound to confess that we have seen lessons where the use of objects was, to say the least, of very doubtful advantage. If the ideas gained through the study of objects are not used almost as soon as developed, they are of little benefit, and the pupil comes to regard the objects themselves with about the same apathy, and even disgust,

that he experiences when listening to general rules of which he comprehends not a first principle. In order to retain the awakened interest, the child must be taught to think. He must study individual cases, and from this study must be led to construct general rules.

During the presentative period, while the perceptive powers are being developed, attention should be given to the representative or reproductive powers, and at the same time the creative faculty should receive close attention. During this period of development, whenever an idea needs illustration, or when the conception is not clear, great benefit may be derived from the use of material objects. The mind must not be allowed to rest content with perception alone, but in the creation of new forms and products out of the elements furnished by means of material things, must be induced to new activities. Perception consists in the consciousness of objects external to the mind, while conception consists in taking from these objects into the mind pictures which may upon occasion be, by means of the recollection, reproduced. In order that the child may have some outward sign with which to associate the mental picture, the necessity for language just at this period is very great, and should receive especial attention. Without the power of association and expression, the development of the faculties of perception and conception is almost, if not entirely, useless. The miser who hoards his gold and denies himself every comfort, is a poorer man and a less useful citizen than the laborer who earns his dollar during the day and spends it at night. The man whose mind is filled with thoughts which he has no power to give to the world,—and there are many such,—is less useful than he who has a single idea, together with appropriate words in which to express it.

The first necessity is to gain ideas by means of objects; while the second is to gain appropriate words in which to express those ideas. The words must be not only as simple as possible, but such as, in their origin and arrangement, are full of significance. In the lessons upon objects which are generally dispensed in our schools, a tendency to express the ideas in stiff, formal terms prevails, and the sentences are so encumbered with words having abstract significations that the little ones look upon an object-lesson as one of the weightiest and gravest affairs of their young lives. The idea may be correctly developed, and, in proper form, the term given; but it often happens that the term itself is the most formidable object of the whole lesson, which the children handle very much as they would a nut with a shell so hard that they are totally unable to get at the kernel inside. In every object-lesson, and, indeed, in every lesson, the teacher should teach the children to *talk*. Now, we do not intend to convey the impression that it is wise to make mere "chatterboxes" of our pupils, nor do we advocate fluency of speech without thought. We should much dislike being numbered with those whom Pestalozzi has called "worshippers of words," but we do believe that, owing to our careless attention or to our utter disregard for the true signification of the commonest words in our language, the thoughts to which we daily give utterance lose half their force and beauty.

> "Language is a perpetual Orphic song
> Which rules, with Dædal harmony, a throng
> Of thoughts and forms which else shapeless and senseless were."

If we do not enable our pupils to express, in fitting words correctly arranged, the thoughts to which their observations have given rise, our work of development is only half done.

Instead of always presenting material objects to a class, it may, at times, be advisable to substitute mental objects which have been abstracted from real things. The facility with which children will learn to make mental pictures is surprising, and these they will, in their own simple language, be glad to describe. If these pictures are lacking in definiteness and order, by means of carefully-chosen words they may be brightened, vivified, harmonized, and symmetrized. Possibly this kind of instruction does not come under the head "Object-lessons," but it certainly does come under that of "Objective Teaching"; and any teacher who varies his stiff little lessons upon objects (with matter laid down on the right hand, and method on the left), with language-lessons induced by mental pictures will find the interest and pleasure of his class increased, while their developmement will certainly not be retarded.

We would not say, when giving object-lessons, it is best not to use objects; but we would say that, in order to teach objectively, the presence of an object of a particular size, shape, and color, possessing peculiar properties, is not indispensable to the work. An examination of facts, or even of fancies, that institute comparisons by means of which resemblances, differences, and relations are observed, is no less *objective* than an examination of tangible materials.

It has been argued that this system of teaching can only be applied to elementary work in elementary subjects, but a careful examination into its principles will show that the opening work in advanced subjects must, in order to secure success, be presented objectively.

"GLADIO ANTEPONITUR PLUMA."

No more the sword,—the pen is Peace's dower,
Into the grave of Yesterday the sword,—
Plaything of tyrants and oppression's horde,
Is buried,—now the pen shall wield its power,
And peace,—the petted idol of the hour,
From off the face of Time wipe dire discord,
Making the multitude of one accord,
And bound to peace,—imperishable flower!

Once, when through Christendom a six-years' peace
Prevailed,—Cellini's hand a medal made,
Marvel of art that marked the world's release
From war and woe that follows like a shade!
Clauduntur belli portæ, on its face,
Be that our motto from this year of grace.

A. T. L., *Scituate, Mass.*

— From The Sword and the Pen.

WHY SOME TEACHERS FAIL.

A recent number of the *Lansing* (Mich.) *Republican* contains the following article. It is in reply to the inquiry why certain teachers do not succeed. The answer is:

They are too lazy.
They neglect details.
They have no eye to order.
They hope to get along without effort.
They are easily discouraged.
They fail to know what the world is doing.
They do not find out what other teachers are doing.
They do not try to improve.
They have too much outside business.
They talk politics too much.
They philosophize on everything but their own business.
They fail to have new ideas.
They fail to use such as they have.
They are penny wise and pound foolish.
They have become dry, stale, and repulsive to live children.
They think inferior work does just as well as good work.
They are not polite enough.
They think most things take too much trouble.
They use poor judgment.
They fail to practice what the educational papers tell them.
They rely on the little stock of goods they began business with.
They do not study the children.
They forget that the art of teaching is an art that requires study.
They can see the weak points in their scholars, but not in themselves.
They are stingy toward themselves.
They read no educational papers or books.
They know so much they will learn no more.
They think they cannot learn anything more about their art.
They are trying to go into something else.
They do not determine to be the best teachers in the place.
They are rusty, and without ambition.
They began with a small stock of ideas, and have not increased it.
They follow the same method with each class.
They keep away from their pupils.
They never visit the parents.
They attend no teachers' meetings.
They do not seek for information by studying the methods of the best teachers.
They complain too much.
They do not see that the profession is as high as the teachers themselves raise it.
They do not study the great masters of the art.
They drop the school when it is out, and never think of it again until they come up before their pupils next day.
They under-rate the business.
They think any one can teach who knows a little about the studies.
They over-estimate themselves.
They under-estimate the pupils.
They think the school was made for them.
They neglect to think of the pupil's good at every point.
They do not take common sense as the guide, but hug a formalism handed down from the dark ages.
They do not study over the lessons.
They do not travel, etc., and all to be a better teacher.
They fail to manage with tact.
They are not in real earnest to teach, so that "to-morrow finds them farther than to-day."

Addendum. — They do not take THE JOURNAL OF EDUCATION.

DR. DONALDSON ON THE SCOTCH UNIVERSITIES.

[*The Educational News*, — published at Edinburgh, — in its issue of Nov. 19, 1881, publishes an extract from an address of Dr. Donaldson, head-master of the high school of that city, which will give as great surprise to most of our readers as to us, in its revelation of the real condition and work of the Scotch universities.—THE EDITOR.]

The inaugural address of the Literary Association, in connection with the Watt Institution and School of Arts, was delivered on Saturday last in the large hall of the Institute, by Dr. James Donaldson, of the high school. There was a large attendance. The Hon. Lord Shand presided, and the platform was occupied by a number of ladies and gentleman interested in the Association. In the course of his address Dr. Donaldson said:

"Every subject which was worthy of the attention of the thinker and inquirer must be allowed a place in a university. From nineteen to twenty-two, and as long after as they liked, the young men are to devote themselves to voluntary pursuit of truth, with all the aids which a university so constituted could give. Here, again, was another revolution in education, and here again the idea spread into every country of Europe. It underwent various changes, especially in France and England, according to the different forms of thought prevalent in the different countries, but practically a great revolution took place in all. Scotland was the only exception. In Scotland the universities had not advanced from the idea which led to their formation. In Scotland there were no universities according to the use of the term now universally prevalent in other countries. The Scottish universities were schools. The Latin, Greek, and mathematic classes were purely school classes. Boys had gone direct from the Fifth Standard to Glasgow University, and possibly to the other universities. Many went to university Greek classes without knowing a word of Greek, and they started with the elements of geometry and algebra. And every other obligatory class in the university was of a similar nature, except, perhaps, that of English literature. The logic class was for beginners; the natural philosophy and the moral philosophy classes were for beginners.

"All the teachers went on the plan of expounding the principles of their science to young men who were for the first time making acquaintance with them. There was no room for investigation. The young men came without the knowledge requisite for it, and even as schools they were entirely antiquated in their arrangements. They had first very large classes, numbering between one and two hundred, and these classes were composed of the most heterogeneous elements, — young lads who had escaped from school at an early stage because they had no hope of prizes, and who never would have much; and young men whose education had been neglected, up to lads of good ability who had spent four or five years at Latin, and two or three at Greek to good purpose. These boys were to learn all that the

university prescribed for them of Latin and Greek and mathematics in ten months. They were set free from the ordinary discipline of school, and were on their honor. The professor might not know them; the professor might never question them; but the lads were supposed to have such a burning desire for knowledge that they would study hard.

"And then the lads had no choice of subjects or teacher. The subjects were fixed irrevocably for the time, whether they were suitable for the lads or not. And they were fixed nearly on the old Reformation program. All modern languages and literature, save the English, were banished; geography and history disappeared. There was no continuous training. The lad tackled Latin and Greek and mathematics, and then threw them aside; then he gave himself to English literature and logic and metaphysics, and threw them aside; and then he tried moral philosophy, and natural philosophy, and finished with them, or in some similar combinations, for in some universities he was allowed the liberty of grouping his subjects. He had, indeed, taken no note of the voluntary classes in this account, because voluntary classes were sure to go to the wall beside obligatory ones. The additional chairs that had been established, or might be established, were chairs of the future. The students at present could not afford time to attend them, and the inclination was smothered under the obligatory system.

"The teacher was equally fixed. He had an entire monopoly. He might be fit or unfit,—it mattered not. Him they must attend. They need not listen to him unless they liked, but there was a magic efficacy in the benches of the class-room. Only those who sat in these time-honored seats could attain the coveted degree, and gain the coveted prestige of a Scotch university career. And the lads, — after thirteen months' sitting out of Greek and Latin and mathematics, and an examination that guaranteed that they had got a smattering of these subjects, which very soon disappeared from memory, and their five months' dose of logic, natural philosophy, moral philosophy, and English literature, and an examination which proved that they had made a decent cram of the professor's lectures, — were sent into the world, crowned by the Scottish universities as *magistri artium*—masters of all liberal arts. But, so far as the universities were concerned, they were not masters of any art. They had studied nothing thoroughly; they were junior apprentices; and if they did not take some means of adding vastly to the knowledge which the universities undertook to impart and required of them, they went from them at an earlier age, if their education had not been neglected, than the German lads left school, and with requirements very far below those necessary for admission to a German university. That seemed to him a humiliating state of matters, but he did not think anyone could doubt the fact. 'The Scotch universities," said Wiesse, one of their best authorities on educational matters, 'are not what their names indicate, but have, even more than Oxford and Cambridge, the character of schools, with lower and higher classes.' And they had a notable proof that their universities were schools in the fact that their students who wanted a higher education went through the Scottish universities, and then entered at the lowest stage of an English university course."

VARIETIES.

— The fewer words, the better prayer.—*Luther.*

— Praise undeserved is satire in disguise.—*Broadhurst.*

— To know one great book well is to have a key to all libraries.

— True greatness is sovereign wisdom. We are never deceived of our virtues.—*Lamartine.*

— Talents are best matured in solitude; character is best formed in the stormy billows of the world.—*Goethe.*

— In general there is no one with whom life drags so disagreeably as with him who tries to make it shorter.—*Richter.*

— Hope is like the wing of an angel, soaring up to heaven and bearing our prayers to the throne of God.—*Jeremy Taylor.*

— A debating society has tackled the question, "Is it worse to think you're at the top when there is one stair more, than to think there is one stair more when you have reached the top?"

— Probably the meanest man on record keeps a boarding-house in San Domingo. Last winter an earthquake turned the edifice upside down, and the very next morning he began charging garret-lodgers first-floor prices.

— "Mother, what is an angel?" "Well, an angel is a child that flies." "But, mother, why does papa call the governess an angel?" "Because," added the mother, thoughtfully, "she is going to fly immediately."

— "My dear," says a fond New Haven mother to her child, "why do you not play with the little Jones boy?" "Oh, he's horrid. He says bad, naughty words, just like papa does." Reform will begin at home in that family.

ENFOLDINGS.

BY MARY MAPES DODGE.

The snowflake that softly, all night, is whitening tree-top and pathway;
The avalanche suddenly rushing with darkness and death to the hamlet.

The ray stealing in through the lattice to waken the day-loving baby;
The pitiless horror of light in the sun-smitten reach of the desert.

The seed with its pregnant surprise of welcome young leaflet and blossom;
The despair of the wilderness tangle, and treacherous thicket of forest.

The happy west wind as it startles some noon-laden flower from its dreaming;
The hurricane crashing its way through the homes and the life of the valley.

The play of the jetlets of flame, when the children laugh out on the hearth-stone;
The town or the prairie consumed in a terrible, hissing combustion.

The glide of a wave on the sands with its myriad sparkle in breaking;
The roar and the fury of ocean, a limitless maelstrom of ruin.

The leaping of heart unto heart with bliss that can never be spoken;
The passion that maddens, and shows how God may be thrust from His creatures.

—

For this do I tremble and start when the rose on the vine taps my shoulder,—
For this when the storm beats me down my soul groweth bolder and bolder.

—*The Century Magazine, for Nov.*

LESSON IN GEOGRAPHY.

Illustrative of Scientific Methods in Teaching, for Grammar School Class.

BY LOUISA P. HOPKINS.

MAP OF AUSTRALASIA.

Teacher. — Is there any apparent connection between the continent of Asia and the islands of Australasia?

Bessie.—The islands seem to be a continuation of the continent.

Teacher.—If an area of land becomes depressed so that the sea flows over its plains and into its villages, what do its plateaus and mountain-summits become?

All.—Islands.

Teacher.—What does the character of Australasia indicate with regard to its former geological history?

Gertrude.—It shows that it may have been once a part of Asia, but that the land became depressed, leaving its plateau and mountain-summits above the level of the sea (where now the island of Australasia appears).

Teacher.—Do you infer, from the appearance of the eastern coast of Asia, that this depression extended beyond Australasia?

Courtney.—I should think the Japan islands might be the mountain-summits of depressed lands which were a part of Asia.

Clara.—The peninsulas and islands all along the eastern and southern coasts of Asia seem like a continuation of the highlands of the continent; they are mountainous.

Teacher.—There is another indication that these islands are parts of great land areas, which have been gradually submerged. What are all the little outlying reefs and small islands of the torrid seas?

Anna.—Are they coral islands, reefs, and atolls?

Teacher.—They are; and what do they indicate?

Ethel.—They are always built up on land that has been gradually sinking, and they show that the coast-line used to be further out than it is now, and they point out the sunken mountain-peaks of land that have fallen wholly below the ocean-level.

Teacher.—You have learned from the map, then, that Australasia was formerly a portion of Asia; its upheavals are in the same direction; the coral formation also shows the depression of the land. The animals of Australasia, however, are quite distinct in species from those now on the continent of Asia. Can you explain that?

Prescott.—Perhaps those animals were once in Asia; please tell us what they are.

Teacher. — You know of the kangaroo, the platypus, the emu; they are found in Australia, but not in Asia. The large animals now found in Asia are not in Australia, but the fossils of extinct animals of a very early epoch in Asia are like the tree-kangaroo, and other types now found in Australia. The plants of Australia are of the type of the coal strata, now extinct in Asia; gigantic ferns, the horse-tail species, whose leaves hang down in jointed whorls around a hollow stem, giving no shade. What do you then infer about the date of the separation of Australasia from the main-land?

Edith.—It must have been at some very early date when these plants and animals were found in Asia.

Teacher.—What sort of animals should you suppose might be the same in both continent and islands?

Sadie.—Perhaps the birds which could fly over the water, or the insects.

Teacher.—Yes, and the *rats* which could be floated on tree-roots, or carried in the currents from shore to shore on boughs or roots, and soil floating. The natives of Australasia are of a very primitive and undeveloped type, living in a condition of nature, without written language. Why is this?

Esther. — They haven't had a chance to learn from other people.

Teacher.—Why have they not developed themselves like the people of Northwestern Asia?

Esther.—In such a hot climate they were too lazy.

Ethel.—They had enough to eat and were warm enough as they were.

Teacher.—As they had the means of physical comfort they were not forced to exert themselves or seek other means of subsistence. Not being brought in contact with others, they have, therefore, remained in the earlier and purely animal condition of life. But in Asia a constant improvement in the human race and a change in the animal and vegetable types was brought about by what means?

Helen. — By mixing with other nations and forms of life from Europe, by immigrations, and by going out to make discoveries, and find what they did not have?

Teacher.—Very true; and the effect of a temperate climate, and other surroundings, improved the races in Southwestern Asia beyond those of the West and South. When a region has sunk so far as to separate from the original continent, what would be some of the effects upon its surface?

Courtney. — Many of the valleys would be gulfs and seas, and some of the rivers would be swollen, and perhaps run a different way to the sea. The coast-line would become smaller and smaller.

Teacher. — Why might the rivers be smaller? What feeds the rivers?

Maggie.—The mountain-streams and the snows and glaciers on the summits of high mountains.

Teacher.—If the mountains were lowered, would the snow-line change?

Courtney. — It would be higher, and there would be less snow and smaller mountain-streams.

Teacher. — Suppose in an early age a great interior plain, nearly surrounded by high mountains, very precipitous on the outer slope. When the land began to subside, what would one of the first results be?

Bessie.—The sea would come close to the base of the mountains on the outside, and rush over the interior plain, forming a great inland sea?

Teacher.—Where would the rivers be?

Sallie. —I should think they would descend into the inland sea.

Teacher.—As the streams from these high mountains poured down, they would cut deep channels through the softer parts of the mountains and pour into the inland sea; as they cut the fissures deeper, the soil carried down would gradually fill up the sea-bed, and the subsiding land, bringing the mountains lower and lower, would gradually dry up these rivers and the shallow bed of the sea, and a desert plateau, with salt incrustations, or salt lakes, would be the final result. Do you understand how this process of subsidence, going on through successive epochs, might produce such a result? This is just the result which the larger part of Australia shows us, — an arid, uninhabitable plateau over the greater part of its surface; a steep descent of highlands to the sea, having no river slope on its north and western side; only at the east and southeast do we have good rivers, an alluvial shore, and a region fitted for a thriving population. Look on this physical map of Australia, and follow the history of its formation. The subsidence of land began when the mountains were so high as to have much of their slopes within the line of perpetual snow, feeding glaciers, giving rise to rushing rivers, which wore deep channels and gorges through the softer rocks and emptied into an inland sea; as the land continued to sink, the snows and glaciers disappeared, the rivers formed large deltas, filling up the bed of the inland sea, and finally drying up so that the middle of Australia became an arid plateau, interspersed with salt lakes and covered with scrub and thorny grass, like the plains and deserts of our own country. The coast-line grew smaller. The only rivers ran to the sea. What are these rivers, and where?

All.—The Murray and Darling, in the southeast.

Teacher.—These are beautiful streams, bordered with luxuriant vegetation; the great gum-tree overshadowing its banks with its immense foliage; its channel set in great grassy meadows, which feed vast flocks of sheep, and hide pleasant homes of English settlers or their descendants, reminding them of the downs and lawns of Old England. Until within a hundred years, the greater part of Australasia was peopled only by the natives. At last England hit upon the distant shores of Australia as a place of exile for her convicts and political prisoners, and colonies were established in the southeast provinces and in Tasmania, — the mountainous island at the South.

Within fifty years gold was discovered in its mountains. What effect does the discovery of gold have on the settlement of a country?

Prescott.—Everybody goes there to get it.

Teacher.—The adventurers soon make it populous, and towns and cities are quickly built up. Sydney and Melbourne are now large cities, with an extensive trade, and Hobart Town is one of the most beautiful cities in the world. Coal and gold, wool and tallow, cotton and sugar, the produce of its mines and its pastures, are now exported, and a fine population is pouring into it from every part of the world. There are extinct volcanoes in its coast-mountains, as in all the coast-mountains of the Pacific,—scars of ancient convulsions. Some of the craters of these extinct volcanoes hold beautiful lakes, where I should choose my home.

All be prepared, for the next lesson, to give this history of the physical changes in Australasia. Describe the animals and vegetation peculiar to the island of Australia; describe the appearance of the natives, now rapidly diminishing. Give the causes of its European settlement, and name its principal towns and exports. The next lesson will be Papua, a very interesting subject and but partially explored land, not at all known till quite recently, and full of surprises.

THE DISTRIBUTION OF SEEDS.

BY H. L. CLAPP.

The huge *icebergs* which drift southward from the Arctic Ocean are weighted with earthy *débris*, which holds the seedc of northern plants; and, by the melting of the icebergs, the seeds are liberated and driven upon southern shores and up the mouths of rivers. Icebergs with flowers in blossom upon them have been seen floating along southward.

Animals of many kinds, especially those which migrate yearly, distribute seeds in various ways. Cattle, being herbivorous, do not digest small, hard seeds uniformly, and when they are transported or driven long distances, as in the case of the Texan cattle, they transport the seeds from one part of the country to another far away. The same may be said of the American bison, which roams over vast territories in search of food or to escape molestation; the Siberian reindeer, which, at a certain period, migrate in large numbers; the caribou, which ranges from Nova Scotia to the Rocky Mountains; the wild cattle of the pampas in La Plata; and the many antelope species in Africa.

Seeds are also widely disseminated by woolly or *shaggy-coated animals*, such as bears and wolves, the shaggy-maned lion of Africa, the llama, vicuna, and alpaca of South America, the wild goats of Asia, and the wild sheep of the Rocky Mountains. What a variety of seeds is carried about in a sheep's fleece no one knows better than the sheep-shearer; but seeds are found all the way from the exterior of the fleece to the skin, and, constantly falling into and nearly as often tumbling out of the fleece as the sheep brushes the grasses, bushes, and flowers during the long summer season, they are pretty well scattered at last. The seeds of the hound's-tongue species are particularly troublesome to sheep. They are flattish, convex, a quarter-of-an-inch in diameter, and covered with hooked prickles which are sometimes barbed, so that they are especially adapted to cling with great tenacity to the fleeces of sheep. The stick-seed or hedgehog-seed of Minnesota is similar to the hound's-tongue seed in structure and troublesomeness. Both kinds of those seeds, as well as "beggar's lice," burs of various kinds, and an unknown variety of other seeds are left to germinate when sheep are sheared and their fleeces cleaned.

The wool of the Chilian sheep holds a variety of seeds produced by Chilian plants, and, when the fleeces are carried to Europe and are beaten and washed in the process of cleansing, the seeds are driven out, and they often germinate where they fall. Many species of plants native to Mexico and Buenos Ayres have been propagated by such means in Montpellier in the south of France, where American wool has been received and cleaned; and in consequence of such propagation, many of the most celebrated botanists of France have been able to study many living species of plants native to America.

Squirrels are no mean distributors of nuts and acorns; and the Indians, who observe the habits of these little animals very closely, think that they plant all the timber of the country. However that may be, there is no doubt that they lay up stores of seed of various kinds for winter, and in case of the death of the squirrels, or on account of other causes, some of the seeds are left to germinate. The Douglass squirrel of California lives on the seeds of all the coniferous trees of that region without exception; but especially does he hoard up the sequoia seeds, which are in such demand that they bring eight or ten dollars a pound. Rather than gather these seeds from the gigantic trees, the seedsmen prefer to rob the stores collected by the squirrels. In such cases it seems that conscience stirs occasionally, as one seedsman is reported to scatter wheat or barley under the trees as conscience-money, whenever he robs the squirrels. When the farmer has planted his corn he frequently finds the squirrels zealously distributing it; and after he has placed the fall crop in his corn-barn, the rats and mice leave no hole untried whereby they may stock their larders. In their dissemination of seed, some is left to sprout and grow up.

Migratory birds, especially those like the wild pigeon and blackbird, which fly immense distances in a single day, eat the seeds of one region and drop them undigested in a distant one. In this manner we may suppose the seeds of the strawberry, blackberry, raspberry, etc., have been scattered all the way from the tropics to the polar circles. The seeds of the common mistletoe are eaten by thrushes and dropped on the sour-gum or tupelo-tree and the apple-tree, where they sprout and grow as parasitic plants. In like manner thrushes, robins, and wild pigeons scatter the seeds of the pokeweed or pigeon-berry plant. Blue jays are notorious for the number of seeds which they hide in odd places, and some of these seeds are situated favorably for germination, and probably do germinate, in case the blue jays are shot by sportsmen and farmers, which is of frequent occurrence. A large oak grove in England is known to have sprung from acorns dropped by crows. The wild goose, brant, coot, duck, and other water-fowl which fly far southward in the fall and northward in the spring, visiting many feeding-places on their journeys, take an important part in the dissemination of seeds, since frequently either the seeds or seed-vessels of aquatic plants are attached to their feathers in one place and dropped in another far remote.

SCHOOL LAWS AND RULINGS.

WISCONSIN.

Rulings of State Superintendent W. T. Whitford.

Q.—A district voted at the annual meeting to admit foreign pupils free of tuition. Was it legal?

A.—No. The statute authorizes the district to empower the board to admit such pupils, "and to fix a fee for tuition" (see Sec. 430, R. S., sub-division 12), which does not enable the district to admit them free. Of course the district may make the fee merely nominal; but if they act at all upon the matter, the only thing they can do is "to fix a fee," which in the very nature of the case must be something "per term, quarter, or year," and not nothing.

Q.—A district voted that "higher arithmetic" should not be taught in the school. Was that action legal?

A.—No. The statute does not give the district control of that matter. Sec. 447, R. S., provides that "arithmetic," among other things, shall be taught in common schools, but does not discriminate as to kinds. Sec. 440, R. S., provides that the board, under advice from the State Superintendent, shall determine "what school and text-books shall be used in the several branches" taught in the school, and that would seem to confer the power to determine whether "higher," or only "practical" arithmetic should be taught.

Q.—Can the district or board admit pupils to the schools who are under four years of age?

A.—The constitution fixes the school age of children, and the statute empowers the district to authorize the board to admit pupils over 20 years of age, and says nothing about children under 4 years of age. It must be held that the admission of such children to the privilege of a school is without warrant of law.

Q.—Can a county superintendent grant a certificate to a former holder of his certificate regularly granted, without *re-examination?*

A.—No. The holder of a certificate must become an "applicant for a certificate" in the same sense as any other person, and the statute makes no exception in his favor, and makes no provision for the granting of certificates except upon examination.

MICHIGAN.

The school-law is silent upon the subject of holidays; but the supreme court has decided that there should be no deduction from a teacher's wages on account of the observance of legal holidays. The legal holidays are Jan. 1, Feb. 22, May 30, July 4, Dec. 25, and all days appointed by the president or governor as days of fasting or thanksgiving.

A teacher must be governed by all rules formally adopted by the board. Refusal to do so amounts to a forfeiture of the contract,—unless the rules are grossly unreasonable.

A teacher cannot be required to "board around," nor can a patron of a school be compelled to board a teacher. A teacher cannot be required to render janitor's services, unless it is so stipulated in the contract.

THE MAGAZINES.

—In *The Atlantic* prospectus for 1882 we are promised many literary treats. It is sufficient for us to say that the serial and short stories of this magazine have always been of a very high order. The catalogue of those who have contributed to this department embraces numerous writers of distinction, and a list of the stories they have written for the magazine includes many of the best novels and short stories in modern literature.

—The leading article in the *North American Review* for January, contains the judgments of five of the most distinguished authorities upon "The Moral Responsibility of the Insane." The announcement is made that the Feb. number of the *Review* will contain Part III. of the "Christian Religion" series of articles, and that it is to be a very able defence of the Christian faith.

—*Harper's Magazine* for January is a strong number, beautifully illustrated. The frontispiece is an illustration drawn by Alfred Fredericks, entitled "The Challenge," representing a familiar legend of the Court of King Francis. The leading illustrated paper treats for the first time a characteristic Western subject,—the transportation of coal from Pittsburgh down the Ohio and Mississippi Rivers.

ESSAY OF S'S.

Such strange sorts of souls as are on the sphere!
Some social, some silent, some stern and severe.
Some smiling so sweetly, some sober and staid,
Some stay in the sunshine, and some in the shade.
Some stooping, some straight, some slender, some stout,
Some starving in silence, some supping with shout.
Some suffering and sick, some sturdy and strong,
Some sorry and sighing, and some singing song.
Some saucy and scolding, some shiftless, some shrewd,
Some sincere and steadfast, submissive, subdued.
The stylish, the simple, the slow, the sedate,
Speculators, and swindlers, and statesmen in state.
The sculptor, and salesman, the savage, the sage,
The saint and the sinner, the speaker on stage,
Segar-smokers, swearers, sots, sailors on sea,
The spreader of scandal, smooth slanderer she.
Some seamstresses, some at the spindle and spool,
Soothsayers and stewards, and scholars at school.
Sectarians, and surgeons, and shepherds of sheep,
Surveyors, shoemakers, and sluggards in sleep.
Some slaves and some soldiers, some scoundrels and scamps,
Some scriblers of stanzas for sake of the stamps.

—*National Baptist.*

HIGH-SCHOOL EDUCATION.

INTERESTING FACTS RELATING TO THE HIGH SCHOOL, CAMBRIDGE, MASS.

A correspondent of the Cambridge *Tribune*, in an able article on the public schools, wrote as follows of high-school education:

"There is one question of vital import on which I will say a word. A belief is prevalent that we are attempting too much in the direction of free popular education; that too many and far too impractical branches are taught, especially in our high schools. I am inclined to believe that there is just ground for such complaint. . . . .

In the case of our own high school, justly regarded as unexcelled among New-England academies in the ability and faithfulness of its teachers, and its high moral and educationa standards, a comparatively small proportion of its pupils complete either of its courses of study, and those who remain to the end are usually of the class who have little need of dependence on the public for their education. A clergyman of Cambridge said, a year or two since, that this school was far ahead of the college where he graduated,—meaning, of course, at the time of graduation, some twenty years ago, and this was by no means one of the least of New-England universities."

As the writer called for the facts, we are enabled to give them through a school-official of that city:

As *most* of those who are graduates take the four years' course, only a few the five years', and a few the three years', therefore in the list below the number graduated in any year is placed opposite the number that entered *four* years before. The graduates for 1881 include four in the two years' course:

	Number entered.		*Number graduated.*
1870	124	1874	65
1871	130	1875	47
1872	138	1876	45
1873	124	1877	60
1874	172	1878	83
1875	137	1879	64
1876	137	1880	51
1877	183	1881	87
Total,	1145		502

The present first class of the five years' course (*i. e.*, those fitting for college) numbers 17. The fathers of three of these 17 are deceased. Of the fathers of the remaining 14, 4 are clergymen, 1 master of a grammar school, 1 a grain merchant, 1 a lumber merchant, 1 a weigher in the custom house, 1 a lawyer, 1 a baker, 1 a box manufacturer, 1 a director in the Cambridge Gas Co., 1 a machinist, and 1 an assistant in Agassiz's Museum.

In the first class of the four year's course there are 31. The fathers of five of these are deceased. Of the fathers of the remaining 26, 2 are glass-makers, 2 compositors, 1 a lawyer, 1 a music teacher, 1 a marble worker, 1 a beef merchant, 1 a dentist, 1 a building mover, 1 an organ builder, 1 a sail maker, 1 a machinist, 1 a farmer, 1 a laborer, 1 a salesman in a grocery, 1 a jeweller, 1 a clergyman, 1 a coal merchant, 1 a bookkeeper, 1 a retired lumber dealer, 1 a cabinet maker, 1 an inspector in the custom house, 1 a steel engraver, 1 an express agent, and 1 a scorer in the bell factory.

Of the fathers of the 14 who expect to be graduated in the three years' course in 1882, 2 are deceased, 1 is a clergyman, 1 a painter, 1 a baker, 1 works in the repair shop of the Union Horse Railroad Company, 1 is a dealer in second-hand furniture, 1 a teamster, 1 a butter merchant, 1 a rag collector, 1 a music printer, 1 a blacksmith, 1 a dealer in leather belting, and 1 a safe-maker.

Of the fathers of the 8 who expect to be graduated in the two years' course in 1882, 1 is a gardener, 1 a dealer in machinery, 1 a grain merchant, 1 assistant-cashier at the freight depot Boston & Providence railroad, 1 a silverer at the Union Glass Company, 1 a boarding officer at the Custom House, 1 a mason, and 1 a manufacturer of spring-beds.

Of the 17 in the first class of the five years' course, 3 pay tuition. Of the remaining 14 the parents pay taxes on the following sums, respectively: $33,800, $19,800, $17,200, $8,800, $8,400, $8,100, $6,700, $4,400, $4,200, $2,900, $2,800, $2,000, and 2 only a poll-tax.

In addition to the $150 received from members of this class as tuition, the city receives $800 to $1,000 a year from the Hopkins Fund: that is, counting the tuition $50 a year,—the amount required by the school committee,—enough to pay the tuition of 16 to 20 pupils.

Of the 31 in the first class of the four years' course, the parents

pay taxes on the following sums, respectively: $25,000, $17,200, $15,500, $13,000, $7,500, $7,400, $7,100, $6,300, $4,400, $4,300, $4,200, $3,800, $2,800, $2,500, 11 pay only a poll-tax, and 6 pay no taxes whatever.

Of the 14 in the three years' course, the parents pay taxes on the following amounts, respectively: $33,800, $26,800, $13,200, $4,200, $3,000, $2,000, $500, $500, 4 pay only a poll-tax, and 2 pay no taxes.

Of the 8 in the two years' course, the parents pay taxes on the following amounts, respectively: $25,400, $19,000, $4,000, $800, and 4 pay only a poll-tax.

It appears, then, that of the parents of the 70 who expect to be graduated next July, while 12 pay taxes on $10,000 or more, 29 pay no taxes, or only a poll-tax. Thus the high school seems to be the school for rich and poor alike. Slightly to vary a line of Virgil,—

Tros Tyriusque in ea nullo discrimine aguntur.

* * *

HINTS ABOUT HELPS.

BY ALICE M. GUERNSEY.

IV. — MAP-DRAWING.

(*a*) *How* NOT *to teach it.*

A teacher in a certain graded school had under her charge children from eight to ten years of age. She had taught for fifteen terms, had attended teachers' institutes, and knew that map-drawing was important in the modern school curriculum. The term was ten weeks in length. In that time the children "learned" the maps of North and South America, Africa, and Australia. "How?" Word for word of the printed directions, — "Draw at the top of the slate a horizontal line, the length desired for the width of the map," and so on, — for a page or more of minute measurements. But during the whole term not a map was drawn on the board, or elsewhere, by direction of the teacher. She said, "You may draw them on your slates, if you like." How many maps would the average scholar be likely to draw, under such circumstances? "There, that's as far as I can go till teacher starts me up a little," said a bright-eyed girl, when reciting to her mamma. "It's nothing to draw 'em, but those awful directions! I can't learn them, — none of the scholars in the class can learn them but just Mike. I wish you could hear Mike say them. I believe he can stand up and say every word without making a mistake." Mike was a big, stupid boy, who could learn nothing else, but in whose brain, by some freak of mind, these words became fixed. Fortunately for his peace, the teacher asked no questions as to the meaning of the sentences so glibly recited.

(*b*) *Objects of Map-drawing.*

These are two-fold; it should be made a help in understanding the text, and an aid to the memory. To accomplish these ends, the work must be done with rapidity and a *sufficient* amount of accuracy. The teacher should not aim at the production of absolutely-perfect maps; at their best the scholars cannot equal the maps in their text-books, neither is it desirable that they should attempt it. "I never drew a map, and I'm sure I never can," said a teacher who had just entered a normal school for further training. The lesson of the day included the coast-line of North America. The student came to the class with the required task unfinished, saying, "I spent two hours drawing the coast-line from Cape Prince of Wales to Cape Bathurst." I doubt not that she spoke the truth. Every inch of the map in the text-book was probably measured and mathematically changed to the required scale; it is needless to say that she soon learned "a more excellent way."

It is pleasant for the teacher to be able to show neatly-executed maps on examination-day. But if both ends cannot be attained, it is worth much more to the pupils to be able to illustrate a lesson with rapid, off-hand strokes of the crayon or pencil. De Soto's discoveries is the topic, perchance; let a rapid sketch of the Mississippi and its principal tributaries be drawn; adding, if you choose, the important cities on its banks. A few lines dashed upon the board will show whether or not the pupil understands the situation of affairs at Bunker Hill better than a long recitation can do it. For once that we need the maps of Europe and Africa, the outlines of the Mediterranean and Black Seas will be required a dozen times. The Great Lakes of North America, with their ports, the islands of the East and West Indies, the mountain skeletons of the several continents, — these, and kindred localities should be separately mapped, — remembering that map-drawing belongs with history and reading as well as with geography; for, altering Whittier's lines a little,—

"Like warp and woof all knowledge here
Is woven fast;
Linked in sympathy like the keys
Of an organ vast."

In our next we will consider how to teach map-drawing.

"I have been a subscriber for EDUCATION ever since its first publication, and regard it as decidedly the ablest publication of its kind in America,—in fact the only one worthy of the name of a scientific journal of education. I have resigned my position, to take effect in June next, and will begin the practice of law in Topeka, but expect to continue a subscriber to EDUCATION."—R. B. WELCH, *Prest. State Normal School, Emporia, Kan.*

"EDUCATION is more than meeting our expectations. I wish you great success."—J. L. PICKARD, *Prest. Iowa State Univ.*

"THE JOURNAL is a great aid to teachers, and I think that they can illy afford to be without just such a wide-awake, *growing*, educational organ. I feel grateful for the benefit which I have received from its columns, and for the promptness which has always characterized its arrival."—MARION BROWN, *Ann Arbor, Mich.*

MATHEMATICS.

All communications intended for this department should be directed to the Editor, Prof. E. T. QUIMBY, *Hanover, N. H.*

Mr. Editor :—I inclose a demonstration of the Pythagorean Proposition, which is original with me. I am very sure that I have not seen one just like it. . . . I presume, however, that it may be old to many. FRANK A. HALL.

New York, 1881.

Let ABC be a right triangle, right-angled at A. Construct the squares $ACDE$, $ABGF$, and $BCKH$. Draw A and (perpendicular to KH) also AK and AH. Draw KM perpendicular to AC produced, and HN perpendicular to AB produced. Then $ACK = \frac{1}{2}\ CL = \frac{1}{2}\ CE$, since $MK = CA = CD$. In like manner, $ABH = \frac{1}{2}\ BL = \frac{1}{2}\ BF$.

[The above is new to us in the manner in which ACK is shown to equal $\frac{1}{2}\ CE$. In other respects it is an old form.—ED.]

SOLUTIONS.

PROBLEM 176.—(Proposed by A. J. Dew.) A jewsharp block, 2 inches long, tapers from each end to the other to an edge $\frac{1}{4}$ of an inch thick, and one inch long (without the grooves). Required the solidity.

Conceive 2 parallel planes to be passed through the block from the longer edges of either end, and perpendicular to the corresponding edges of the other end. The solid included between these 2 planes will have for its base a trapezoid, whose parallel sides are, respectively, $\frac{1}{4}$ of an inch and 1 inch; and the perpendicular distance between these sides is 2 inches. Hence, the area of this trapezoid base $= 2 \times \frac{1}{2}\ (1 + \frac{1}{4}) = \frac{5}{4}$. This, multiplied by the altitude, $\frac{1}{4}$, must give the solidity of that portion of the block, $\frac{5}{4} \times \frac{1}{4} = \frac{5}{16}$. Now, conceive this portion to be removed and the other two portions, which are in every respect equal and similar, to be placed in contact with each other without otherwise altering their relative positions. We shall then have a wedge the length of whose base is $\frac{1}{4}$ of an inch, and the length of edge 1 inch, breadth of base $\frac{3}{4}$ of an inch, and height 2 inches. Greenleaf's formula for solidity of a wedge when length of base is less than length of edge is, $S = \frac{1}{6}\ b\ h\ (2\ L \times l)$, in which L = length of base, l = length of edge, b = width of base, and h = altitude. Substituting the numerical values of these symbols, we have,—

$$S = \tfrac{1}{6} \times \tfrac{3}{4} \times 2\ (2 \times \tfrac{1}{4} + 1) = \tfrac{3}{8}.$$

$\frac{5}{16} + \frac{3}{8} = \frac{11}{16}$ cubic inches. *Ans.*

Manchester, N. H., 1881. G. I. HOPKINS.

PROBLEM 177.—Two equal forces act on a particle at a certain angle, and have a certain resultant; also, if one of the forces be reversed and doubled, the resultant will be the same as before; find the resultant of the two resultants.

Draw an indefinite straight line AI. Lay off on this line from the point A any convenient distance three times, thus forming the three parts, AB, BC, and CD. Through B draw BF equal to AB, making angle $ABF = 60°$. Complete the parallelogram $ABFG$. Its diagonal BG is the resultant of the first two forces, while AB and BG are the two components, acting at an angle of 60°. Also, complete the parallelogram $DBFE$. Its shorter diagonal BE is the resultant of the second two components. With B as a center, and AB as a radius, describe a circumference passing through the points A, F, and C, and intersecting EF in J. Draw BJ. BFJ is an equilateral triangle; hence, angle $FBJ = 60° = JBC$. Draw CE, completing the rhombus $BCEJ$, whose shorter diagonal equals AB. This rhombus equals the first parallelogram of forces, $ABFG$; hence, its diagonal $BE = BG$; *i. e.*, the second resultant equals the first. Now, complete the parallelogram $GBEH$. Its shorter diagonal BH is the resultant of the other two resultants, and these three resultants are equal to each other. Since the two diagonals of the rhombus $GBEH$ mutually bisect each other, it is easily shown that the shorter diagonal BH equals either of the lines BG or BE; hence, the three resultants are equal, and each is equal to the chord of 120°; that is, each of the three resultants equals $\sqrt{3}$, when AB = unity. Hence, the required resultant equals $\sqrt{3}$ multiplied by one of the two equal components. W. S.

Warrensburg, Mo., 1881.

FOREIGN.

RUSSIA.—The Czar has signed a decree by which seventeen palaces or royal residences, situated in different parts of the empire, are to be transferred to the ministry of instruction for the purpose of being converted into establishments for free education.

CHINA.—Mr. Robert Hart, the Inspector General of the Chinese Customs, is having a series of works on elementary science translated into the Chinese language, for the purpose of general circulation among all classes of the people, for which his official position gives him a great advantage. We learn that the Foreign College at Pekin has now 9 foreign professors, besides numerous native tutors, and is attended by 102 students. One department of the college is devoted to the preparation of books for the diffusion of scientific and general knowledge. C. H. G.

BOSTON GOSSIP.

BOSTON, Dec. 21, 1881.

The battle has been fought, and Dr. Green will, on January next, be mayor of the city. The mayor is *ex officio* chairman of the School Board. As chairman, he nominates the several sub-committees, and these committees have considerable influence in shaping the legislation of the board. It is rarely that an order is introduced by them and rejected. The responsibility of the mayor in shaping legislation, therefore, is greater than it would seem at first glance. Strange stories have been told about some of the janitors who have been appointed in the schools. Teachers have come to their schools at the prescribed hours and found themselves debarred, because of no fires in the furnace, from obeying the regulations made by their superiors. The janitors, it has been said, for other reasons, were unable to perform the labors which the regulations require of them. Moreover, it is said that these *cinnerous* servants are rarely removed, except by transfer to other posts of equal, or greater, responsibility. Some stories are afloat about the appointment of truant-officers during the past two years. Last year and this, I am informed, one of these officers was dropped, another appointed in his place, and then the other restored. This play has gone on two years, and unless the Committee on Truant Officers is composed of honorable men, will very likely be repeated. It is just here, in the appointment of committees, that the mayor has it in his power to make the legislation of the board and all its appointments subserve the cause of education, and, it might be said with truth, of good morals as well. Speaking of committees, I am put in mind of the

COMMITTEE ON REVISION,

which was appointed some three years ago to do great things. The amount of thought and printing done was prodigious. Able and learned,—conscious of their ability, too,—high-schools, grammar schools, primary schools were brought within the focus of their analysis, a calcium light of Attic splendor turned on, and then every defect was noted and the sure remedy suggested. The high schools were too lofty in their aims, so the course of study was trimmed and shortened. The teaching in the primary schools was cold and lifeless, the discipline of a Camanche kind, and so it was recommended that these schools be placed wholly under the influence of the Board of Supervisors. These were two of the many changes recommended. What is the result? An admitted failure. The high-schools are getting back their "ancient privileges," the primary schools are disorganized, and the Superintendent and Supervisors are ready to ask for help from the grammar school principals. It is true now, and ever will be, that a school cannot get along without a good teacher; and if but one can be had, a good teacher is far preferable to a good supervisor or a good committee-man. The result of

THE ELECTION

of the school committee last week could have been easily predicted by anyone who had looked over the field after the nominations. Seven of the old members have been returned; four are new. Of course no one can judge what effect the new element will have upon the legislation of the Board. Mr. Gaffield, the gentleman who, ever since last spring, has been looked upon as a not over-zealous friend of the present theory of supervision, is elected. He is a gentleman of culture and refinement, and will, I think, make a very excellent member. The other three are young men, and less known to fame. There is little doubt, however, that they will increase the conservative force of the Board, and add strength to those who have opposed the most radical and destructive influences which have been at work the past two or three years.

Whether there will be a change in the

NUMBER OF SUPERVISORS

the coming spring is not certain. It is well known that the Superintendent desires six; but he would not object, I have heard, to a change in the regulations regarding their duties. It would seem that if he is an educator of sufficient executive force to manage our schools, he would desire that his aids should be under him, and not over him. The real authority to-day is not in his hands, but in the Board of Supervision. Indeed, it is hinted that there are one or more Superintendents in that body. It must be confessed, at any rate, that the only influence the Superintendent can have, under the existing circumstances, is that which comes through his merits as a man or as a politician; certainly his office brings him none. If the School Board decide to have six supervisors, then I should not wonder if there were one or two changes in its personnel. Mr. Metcalf was quite a prominent candidate last year; but unfortunately for him he has taught school, had acquired a first-rate reputation as a teacher and an administrator, and was, therefore, rejected for one who sought the place with quite other and different recommendations. I should not be astonished if the School Board to come were governed more by reason than by prejudice in the selection of its executive officers. When it took a teacher from its principal high-school and made him Superintendent, it obeyed the voice of common sense. Its other executive officers should be made up of able men and women who have worked in her schools and are deserving of promotion. EXETER.

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinions in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

HOW TO BECOME WEATHER-WISE.

Your issue of Dec. 1, 1881, contains some ten "rules" about the weather, "sent to the Farmers' Club of the American Institute, by Mr. A. J. DeVoe."

Such rules as these do not instruct or amount to much. It is strange,—*most passing strange*,—how the intelligent world continues to act in regard to the weather. With how much avidity they grasp at every commonplace remark about it, thereby showing a deep interest in the subject; yet how they will let the months and years roll by, and never once think of the weather-map which reveals the whole weather system in the most complete manner.

This map reveals facts which, being once understood, places the one who has the knowledge in full possession of all that even the wisest can say on the subject. Condensed in the fewest words, its revelations are as follows: The area of Low-barometer ("Low") is the agent of the storm. This is ever on the move, on general lines, from the west toward the east. The wind is always toward "Low," so it necessarily follows if "Low" is traveling on a high line of latitude, that the wind will be from the south, therefore warm; if "Low" travels on a low line, the wind will be from the north, and cold.

The counterpart of "Low" is "High (High-barometer). "Low" is where the storm is; "High" is where the sky is clear. Sometimes "Low" will be so extensive as to be quite general over the United States; the same with "High"; at other times there will be a number of "Highs" and "Lows" over the country. A north "Low" and a south "Low" will neutralize each other,—the tendency of one being to make it hot, the other to make it cold.

On an average, there are two "Lows" on the map,—the old "Low" passing off to the east, and the new "Low" appearing in the west, with "High" between. About every three or five days a new "Low" passes over the country. During the winter, spring, and early summer months they more frequently pass on lines from the southwest to the northeast, and sweep the country more generally. At such times we have much precipitation; one storm is hardly over before another is upon us; but, later in the season,—the late summer and fall months,—"Low" travels on very high lines, and storm after storm goes by, and we receive no benefit from them.

There are various names for the different kinds of clouds, but these amount to little. The principal thing is to notice whether they are light or heavy, and the direction in which they are moving. An east wind always indicates a storm center ("Low") to the west, but it not unfrequently happens that when it reaches our meridian that it is so far to the north or south of us as not to affect us, and produces what is called a "dry storm." So long as the wind is from the east, "Low" is in the west, and is coming. When the wind changes to the west, the center of the storm is past, and it is only a question of a few hours when the sky will be clear, though we often get much rain from the after-part of the storm. "Low" travels with varied speed,—sometimes not more than a hundred miles a day; then it will travel twelve or fifteen hundred miles in the same time. On an average, however, the speed is from three to four hundred miles a day.

Let one not only fix these facts in their mind, but think them well over, in order to become familiar with them; then observe the daily changes in the weather, and they will soon get to understand the beautiful system under which we live. But, if possible, in addition to this, they should manage to see the weather-map every day; it will complete their knowledge, and so fix the laws of storms in their minds that they will never forget them; and, practically, it will make them much better judges of the weather than all the other systems combined. For, after all, the map is the only medium whereby we may thoroughly understand the weather.

Washington, D. C., Dec. 3, 1881. I. P. NOYES.

HINTS AND METHODS.

BEST BOOKS ON TOBACCO.

Judging from articles which I have seen in the JOURNAL OF EDUCATION, I conclude you are not in favor of the use of tobacco. Could you name for me some pamphlet or book which would aid me in showing boys the harm that comes from the use of tobacco? I desire especially to show the evils resulting where tobacco is used before the age of 21.

Adrian, Mich., Dec. 1881. A. E. C.

Ans.—You judge wisely and truly when you conclude that the editor is not in favor of the use of tobacco. One of the best books that we have read is, *Diseases of Modern Life*, by Dr. B. W. Richardson, London, and published by Macmillan & Co. *Health and Life*, by the same author, is an invaluable book. Get both, by all means. When you have read these, you will want all the other volumes on health and temperance that the author has published.

A GOOD EXAMPLE TO FOLLOW.

Our school, — the Franklin grammar, — undertook to raise $10 to purchase the *Library of Universal Knowledge* as a foundation for a school library. We raised $21, and have purchased the set of cyclopædias, and a history of our Civil War. What can we buy with the $8.00 remaining that will be valuable, instructive, and attractive? Can you suggest a few books, and oblige an old subscriber? E. E. T.

East Weymouth, Mass., Dec. 10, 1881.

Ans.—You have done well in raising so much money for a school library, and so far have expended wisely. With the $8.00 remaining, go to Willard Small, No. 14 Bromfield street, Boston, and ask him for the best biographies and histories for young folks.

IN-DOOR AMUSEMENTS.

Is there a book published of games suitable for young people, that would furnish amusement for school play-hours, and also for evening collections of young people? If you know of any such, will you please answer through JOURNAL OF EDUCATION? W. V. G.

Ans.—Cassell's *Book of Sports*, with more than 800 illustrations, is the best book that we know. It is published by Cassell, Petter, Galpin & Co., New York; price, $3.00; 760 pp., 12mo. The same firm also publish a book entitled *In-Door Amusements, Card Games, and Fireside Fun*, with numerous illustrations, 224 pages, 12mo, for $1.50. The latter book will suit your wants exactly.

PRIMARY READING.

I am anxious to introduce a course of reading in my class (consisting of 26 boys and girls between the ages of 13 and 16 years) by which a taste for good literature may be best cultivated. I find that this part of a child's education has been totally neglected in this country, and appeal to you for advice as to the opinion of New-England thinkers on the subject.

Cuero, Texas, 1881. T. M. C.

Ans.—You can do no better than to get *Books and Reading*, by President Porter, published by Scribners, New York, $2.00, pages 434, 12mo. This book is just the guide you need; and it has a valuable selection of books by Mr. Hubbard, of Boston.

QUERIES AND ANSWERS.

No. 194. In *Green's Analysis* I find this expression: "George is older than James (is old)." Assuming that to be correct, would the expression, "George is better than James (is good)," be correct? C. R. LEBAR.

Ans.—Yes, why not?

—Let me submit the following answers to "Queries," in last number of JOURNAL OF EDUCATION. No. 185: A should pay $1.66⅔. No. 186: *That* is a relative pronoun, relates to *duke*, and is the direct object of *depose*. No. 187: Thursday.

May I ask which is preferable,—"He wanted me to do it," or, "He wanted I should do it," and why? In the former case how do you parse *me* and *to do*?

Rocky Hill, N. Y. CHAS. R. BRUCE.

No. 195. (*a*) What is the authorized pronunciation of the metric *are*? Greenleaf says, like *air* (as in *stere*); most authorities like the verb *are*. (*b*) What is the common pronunciation among our leading educators of *pedagogy*,—the long or short sound of *o*? Webster and Worcester differ. (*c*) Maury's new geography says that the capital of Louisiana is Baton Rouge; is it correct? L. L.

Ans.—(*a*) *âre* is pronounced like *câre*, *dâre*, etc. (*b*) *Ped-a-gō-gy* is the more common and best authorized pronunciation. (c) Baton Rouge was the capital until 1864; New Orleans is the present capital.

No. 196. Who wrote "High Tides"? B. M. P.

Ans.—One of Jean Ingelow's most beautiful poems is the "High Tide on the Coast of Lincolnshire." It begins,—

"The old mayor climbed the belfry tower."

Do you refer to this?

No. 197. (*a*) Why is Ireland called "*Erin* Isle"? (*b*) Why are Spain and Portugal named the "*Iberian* Peninsula"?

East Raymond, Me., 1881. B. M. P.

Ans.—(*a*) *Erin* is from *ear* or *iar*, = west, and *in* = island; the western island = Ireland. (*b*) The river Ebro in Spain was called the Iberus by the Greeks and Latins. Ebro is the corruption. From the river the name came to be applied to the country through which the river flowed, and later to the whole of Spain. Christopher Columbus was called "Iberia's Pilot."

"Launched with Iberia's pilot from the steep,
To worlds unknown, and isles beyond the deep."
— *Campbell.*

No. 198. Give names of American ministers to foreign courts; also names of the ruling sovereigns of all the principal governments of the world, and oblige TEACHER.

Ans.—We must refer our reader to *The American Almanac* or to *The Tribune Almanac* for the information desired, and for much more relating to home and foreign governments, which will be useful in the school-room. The pressure on our columns just now forbids using so much space.

No. 166. "E. T. Q.'s" answer to this question suggests two others, which I shall be glad to have him answer; namely, What is the "power," and what the "resistance"? C. R. B.

QUERIES.

No. 186. In the Shakespearean line, "The duke yet lives that Henry shall depose," *that* is a relative pronoun; its antecedent is *duke*. Hence, it is in the masculine gender, third person, and singular number; it is used as the subject of *shall depose*, hence it is in the nominative case. I. A. H.

No. 199. If Copenhagen has warmer winters than Washington (which is 1,100 miles farther south),—as the geography tells us, it has,—I ask why is it that people in *Holland* (farther south than Copenhagen) have so much good skating weather, while we seldom hear of people in Washington having ice thick enough to skate upon? L. O. W.

NEW-ENGLAND BUREAU OF EDUCATION.

DR. HIRAM ORCUTT,—*My Dear Sir*:—I am happy to report to you that Misses Matthews and Briggs, whom you directed here, are doing excellent service, and we shall not hesitate to go to your Bureau for teachers in the future.

BENJ. F. MILLS,
Dec. 14, 1881. Prin. Greylock Institute, So. Williamstown, Mass.

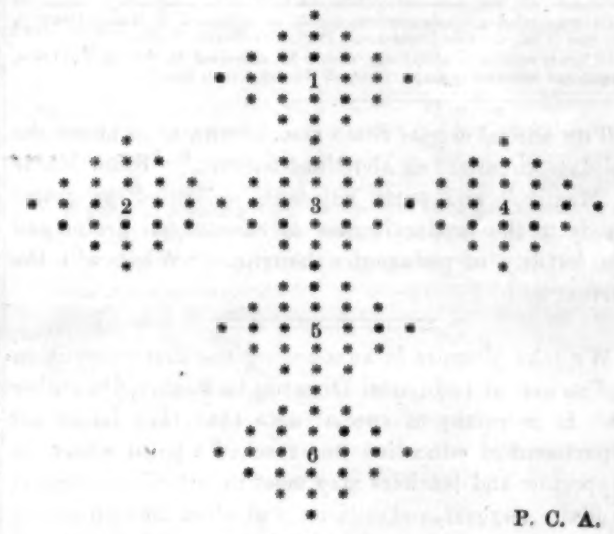
LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

ENIGMA: 9 LETTERS.

My 4, 3, 7, 5, 2, 6, is to mend.
My 8, 9, 1, 7, 5, is a name.
My whole is a noted man. LITTLE NELL.

DIAMOND CROSS.



P. C. A.

A RIDDLE.

I came upon earth with the first human breath,
I am swift as the lightning, and silent as death,
I visit all lands, float on every breeze,
I rise to the stars, and I fathom the seas.
I am always chief on a printed page,
And unravel the mysteries of every age.
My bravest shafts are at evil hurled,
I'm back of all forces that govern the world.

E. O. P.

ANSWERS TO PUZZLES OF DEC. 8.

CONUNDRUMS.—1. It makes men mean. 2. It is silent in the tomb. 3. It is in-comprehensible. 4. It is in-digestible. 5. It is the beginning of evening. 6. It is a prominent part of the face. 7. It is one-fifth of an eagle. 8. It is in Washington. 9. It is one of the capitals of Rhode Island. 10. It is the first of January. 11. It is used in sickness. 12. It is the beginning of life. 13. Not unfrequently one follows after another in mid-summer. 14. When it is in-sane. 15. It is a piece of money. 16. It is in-temperate. 17. It is usually directly before you (u). 18. It makes a fiend a friend. 19. It is just before tea. 20. It is already in debt. 21. Both are in the center of the mouth. 22. When it is in-visible. 23. It begins the week. 24. It is a cross (across). 25. It is in the Fourth of July, and occurs but once in the year. 26. It is at the end of the alphabet.

ABSENT VOWELS.—

O, silent land, to which we move,
Enough if there alone be love;
And mortal need can ne'er outgrow
What it is waiting to bestow.

—*Charade* and *Historical Enigma* of Nov. 17, and *Charade* of Nov. 24 are answered by "Mrs E. M. E.," Marshallville, Ga.

PRIZE.—A copy of "Livingstone" is offered for the best original puzzle sent to this department during December.

"I have invariably spoken of THE JOURNAL in the highest terms. I have said repeatedly in teachers' meetings throughout this and neighboring States, that there were three papers without which I could not live, one of which was THE JOURNAL. The three are equally essential to my existence." — R. HEBER HOLBROOK, *Lebanon, O.*

"The JOURNAL OF EDUCATION, Boston, Mass., one of the ablest and most interesting educational periodicals in America."—*Educational Record, Nashville, Tenn.*

"My interest increases weekly in THE JOURNAL." — T. M. C., *Cuero, Texas.*

"No teacher can afford *not to devote five cents a week* to an entertaining and stimulating educational paper like THE JOURNAL."—L. ADAMS

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All letters relating to advertising should be addressed to WM. E. SHELDON, Manager of Advertising Department, 16 Hawley Street, Boston.

THE annual crop of State associations, at or about the holidays, promises an abundant harvest. "From Maine to Mexico," and parts adjacent, well-filled programs testify to the productiveness of educational brains and the fertility of pedagogic thought. "What will the harvest be?"

WE take pleasure in announcing the first convention of Teachers of Industrial Drawing in Boston, December 29. It is worthy of special note that this important department of education has reached a point where its supporters and teachers may meet in sufficient numbers to advise, suggest, and criticise, and when the community will be interested in the plans they may adopt to advance their work. For program, see another column.

NEW YORK CITY proposes to scale its appropriation for free schools from $3,836,925 to $3,500,000, and thereby teachers must suffer in reduced salaries and poor school accommodations, and tens of thousands of children must be kept out of school. Poverty-stricken New York! how the country pities her! Sitting in the midst of plenty, the queen of the commercial Western world, and unable, from sheer want, to feed her children with intellectual food! Let's take a collection.

THE resolutions of respect to the memory of Hon. W D. Henkle, of Salem, Ohio, will be heartily and unanimously indorsed by the educators of the country. Mr. Henkle belonged to the whole country, and his head and heart were espoused to every good educational measure and advocate throughout the land, and it is therefore fitting that we should present to our readers what the N. E. Ohio Teachers Association has so fitly adopted in the appropriate and eloquent language of the committee: "Ohio had but one Henkle; other States had none."

WITH the coming of the holidays, our readers will find numberless ways of making their friends happy; and many hearty good-wishes will be given and received as the Old Year goes out and the New Year comes in. Joining them, the Editor extends his greeting to his many friends, East and West, North and South, and wishes them all "The Merriest of Christmases and the Happiest of New Years." We have enjoyed so many expressions of good-will the long year through, that this year seems to us the very best of all; and how can we have a better! But God's good blessing will crown all of our years, if we serve him with a loving faith.

JOHN W. FORNEY.—Ambitious boys may be pointed to an excellent type of the self-made man in John W. Forney, the distinguished politician and journalist, who has just died at Philadelphia. He was born in Lancaster, Pa., September 30, 1817. His early education was acquired in the common schools, and while yet a boy he made his choice of an avocation which became his life-career, and entered the office of the Lancaster *Journal* as an apprentice. He developed rapidly into a good printer and something more,—a man of ideas. At sixteen he made speeches for free schools in Lancaster, and at the age of twenty he purchased the Lancaster *Intelligencer*, then, as now, one of the leading Democratic papers of the State. Before he himself could vote he was wielding a strong influence over his party in the interior counties, and he soon bought and consolidated with his paper the *Journal*, with which he had been first connected. He was by turns editor, author, politician, traveler, novelist; in all of which characters he showed the genius of industry and good talents. He rose to a position of commanding influence and national fame by dint of personal toil; and if the boys and girls of our public schools can be taught that no good thing can be secured save by diligence in business and fervor of spirit, such examples will be of use in the school-room.

ONE of the most thoroughly interesting hours in a lecture-room, this season, was recently given in Philadelphia to a charming discourse on Cookery, by Mrs. Korer, the lady teacher of Cooking Schools in the New Century Club and the Franklin and Spring Garden Institutes. Mrs. Korer is not only an expert at the cooking-range, but a most agreeable lady and a thoroughly good lecturer, presenting her facts in a concise, practical, and comprehensible way, and manipulating her apparatus and material with extraordinary skill. Her theme for the evening was: "*What can be done with one boiled chicken?*" It was a new revelation to some of the masculines of her audience, who have always been taught to keep out of their own kitchen as a labyrinth of disorder and waste, to see the accomplished lecturer, beside her gas-stove, go through the entire operation of preparing an excellent soup, a chicken salad, and a dozen croquettes, with a dessert of orange sherbert, without staining a spotless apron or ruffling a hair of her head. Surely the millenium will be knocking at our national kitchen-door, when our people can be made to appreciate the wonderful lessons of economical, wholesome, and palatable preparation of their daily food, now imparted by the group of lady experts who are calling attention to this long-neglected branch in the education of our girls.

THE publisher will always have his "last word," and he says, with your "Good Wishes," tell all to renew at once, and make sure of THE JOURNAL for themselves for 1882. Still further he suggests that a better gift cannot be found for a teacher-friend than some one of our publications. Just look at them. GOOD TIMES, $1; PRIMARY TEACHER, $1; THE JOURNAL, $2.50, and EDUCATION, $4.00. Some needy teacher will bless you for the help of THE JOURNAL for a year. Some school officer or friend may be quickened to new interest in school work by its suggestions. And the publisher comes again to say, "Don't forget to remind our subscribers who are in arrears that we need the payment of our small bills, that we may constantly meet the claims of larger ones. Our treasurer will be made happy, if at the close of the year he can receive the amounts due on past subscriptions, and be able to place 1883, "writ large," against every name on our books. As we write this last sentence, our mail brings us a letter from Supt. Stevens, in far-off Washington Territory, in which he writes: "THE JOURNAL OF EDUCATION, comes to me weekly, chock-full of the richest of educational thought. I find it an indispensable companion in the school-room." Let all of our friends, in these closing days of 1881, remember to help on the cause of education by a good word for the publications which are established for their benefit, and learn how much better is a prepaid paper than one which has not yet received the stamp of the clerk for 1882 or 1883.

THE most refreshing school utterances just now are coming from the South and from the Southern men. We have had our eyes turned toward Quincy so long, and have so long been accustomed to Col. Parker's eloquent expositions of good schools, good teachers, and the great revival of pedagogy at Quincy and Boston, that we have lost sight and sound of our brethren at the South. But the time has come to listen, for they have a brave, noble word to say. First comes Dr. Curry, successor to Dr. Sears in charge of the Peabody Fund; and his eloquent, burning words at St. Albans and at Hartford have not ceased to electrify those who heard them. Later comes Dr. Haygood, president of Emery College, Georgia, author of *Our Brother in Black*. He has been up and down New England during the last forty days, and wherever he has spoken great audiences have listened with delight, as he has announced the condition, the position, and the educational policy of the New South. Why, it is a new evangel of everlasting peace and good-will to men that these eloquent brethren are preaching, and no greater good could be done for the cause than that they should be sent to every great city in the Northern States to tell what the New South is proposing for herself in the way of her future, of her advancement and enlightenment. With Mayo on the Southern platforms telling of the united sentiment of the North to aid in the great work of Southern construction on the basis of intelligent freedom, and Curry and Haygood at the North to assure us of the hearty and sincere purpose of the South to build on the solid basis of the free school and an educated ballot, what may we not expect? It is to us something approaching the sublime, almost the miraculous, to listen to Dr. Haygood in Tremont Temple, Boston, teaching us of the North, of the great brotherhood of interests which make us one, and of the grand results of the war which emancipated the white men of the South and gave the negro the ballot, as the *Magna Charta* of his equality. "What hath God wrought?"

As the eyes of the world are on Boston and her schools, a portion of the world at least will be interested to know the result of our election, last week, for one third of our School Board of twenty-four, plus three vacancies from resignation. As a whole, we have to report an expected improvement in the management for the coming year; and the election is regarded as a strong protest against much of the mis-management of recent years. Mr. Finney, one of the most useful members of the old Board, retired from choice. Mr. Brooks Adams did not. He is a member of the Adams Family,—spelling the word family with a big F. He is a brother of Charles Francis Adams, Jr., and son of Charles Francis, Sen., whose home is in Quincy, and he is reported to be a representative and defender of the *Quincy System*. Mr. Adams failed of a sufficient nomination, and wisely withdrew his name. Had he been renominated and reëlected, he would have entered on his second term's service in January, 1882. As it is, he has served but *one term*. Mr. Fox was an able and useful member of the old Board. But for his well-known adherence to the present supervisorial system, he would have received a sufficient nomination to have secured the reëlection which he desired. As it is, Mr. Fox retires, much to the sorrow of many of his friends, who regard him as a promising and useful young man. Dr. Moran is reëlected, to the great satisfaction of his friends of the supervisorial corps. His nomination by

the citizens was a political, not a politic move. The doctor is a radical,—a *stalwart*, perhaps,—educationally. His supporters regard his strong ultra-Catholic views as among his best qualifications. There is one grand thing about Dr. Moran, — friend and foe alike know where he stands and what he thinks.

Among the new members on the board is Thomas Gaffield, a retired merchant, with long experience in the School Board. He is a reformer in school affairs, and believes in a vigorous as well as an economical administration of the schools. He made the acquaintance of Col. Parker last summer, and since that time has been anxious to serve one term on the board. Dr. Elliott, Mr. Tucker, and Mr. Davis are new men, well spoken of, and indorsed by all of the conventions. Miss Peabody is reëlected by a large majority, which she well deserved. She is an able, conscientious, courageous, and faithful member of the board. Her whole heart is in her work, and it is well that the women of Boston have so able a representative in our educational councils. The other members of the old board reëlected are Messrs. Reed, Rust, Blake, Perkins, Smalley.

Nearly all of these gentlemen are conservative, economical, and, we believe, in the main, wise school councillors; and we may expect in the year that is before us an improved administration of our great school interests.

THE LIGHT SHINING.

Every week we come upon a discouraged teacher of the better sort, or a disgusted school-committee-man, who is quite worn out with the long fight and frequent repulse which first-rate school-keeping must be until the Millennium. Numbers of our finest teachers fall into a habit of change, and finally retire from the windy field of public school work to some sheltered nook of private instruction with tired minds and sore hearts, leaving their beat to inferior management. There is a great deal of unexpressed discontent among superior teachers, to the effect that the people are not worthy of them, and that it is vain to struggle on against the intolerable difficulties and peculiar hardships of their distracting lot in life.

But our friends should remember the old saying about the "Light shining in the darkness, and the darkness comprehending it not." Before sunrise, night always abides; then the streak in the East, dim twilight, the gold on the mountain-top, the suffusion of the sky, then glorious dawn. Yet, ofttimes, the sun rises into the cloud, and toils onward behind the veil till buried in another night. But herein the sun differs from us. *It always shines, and never whines.* Clear or cloudy, it does its work, and in the end conquers every foe, and remains lord of the ascendant on earth and in heaven.

The superior teacher should remember that his profession, like all liberal professions, is only another name for the light fighting its way against all comers. And, although the true light is sure to "enlighten every man," in the long run, the date of its triumph can only be known to Him who dwelleth in Light ineffable. He should also remember that the speedy success of the truth is largely a matter of the ability, tact, inspiration, and push of the Light-bearer. If Pestalozzi could have taught a school as well as he philosophized on pedagogics, we should have been a good deal nearer common sense in American school-keeping to-day. It is possible that the grandest master, or the most skillful mistress may be cursed with a habit of putting things wrong-end-foremost to parents, trustees, and the people at large, while doing admirable service to the children. That Light will doubtless shine, at last, after the Light-bearer has gone to the place where he will learn what a poor lamp-lighter he was in this lower world. No profession demands such rare powers of dealing with men and affairs, as the teachers. It is only a poor impertinence in the wisest instructor to attempt to ride roughshod over parents, committee, the parson, the doctor, and the public opinion of the community he serves. No superior man succeeds anywhere just as he desires, or at all without years of skillful work adapted to his peculiar environments. The teacher is no exception to the rule, and his success can only be achieved in the same way that all good things are wrought out in this imperfect world.

Of course, there comes a time when the wisest and strongest teacher is at the end of his rope, and must retire from a post no longer tenable. But thousands of superior teachers yield too easily, and go off really from some personal or secondary reason that should not weigh a moment against the call of imperious duty. A school may be set back ten years because its head flings off in a moment of disgust and discouragement. The school-system of a town may be wrecked because a few able men grow tired of the long fight to get it rooted deep in the convictions of the people. Our teachers and school-men should remember that they stand by the very issues of life to the Republic, and are bound by every sacred consideration to purge themselves of all selfish, vain, ambitious, or crochety impediments to complete usefulness,—even to bear all that the darkness may inflict, for the sake of the children. After all, the most deadly enemy to the teacher's success always abides within himself. If we could all shine and not whine, trusting in the Lord, how much sooner would the world behold the dawn of the children's new day.

DRIFT.

— Our new president opens fairly in his advocacy of congressional action for the relief of the national disgrace of illiteracy. Without invidious comparison, and with no special recommendations concerning the South, he clearly indicates that the pressing emergency of the free schooling of the ignorant classes of that section has received his deep consideration. President Arthur is the fourth chief magistrate who, in succession, has enforced this topic on the attention of Congress. The difficulty at the Capitol seems to be, that no man in Congress has yet thought it worth his while to make a national reputation by identifying himself with this great public service of national aid for the relief of the dangerous illiteracy in the South and the Territories. Cannot some rising man, like Mr. Robinson of Massachusetts, or Mr. Spear of Georgia, take the matter in hand and build up a notable fame by a service which will never be forgotten?

— It is an indication of the popular drift in national aid to education, that senators in Congress are rushing to the front with magnificent plans for public appropriations for the Nation's illiterates. Senator Morrill has revived the Burnside bill, which provides that the interest on the net proceeds of the sale of public lands, at four per cent., shall be apportioned, for ten years, according to the prevalence of illiteracy. This would give an increasing income, from $60,000 the first year, to $600,000 for the tenth. The bill failed in the House, chiefly because the Southern members believed the entire proceeds of $1,500,000 should be appropriated at once. Senator Teller puts in another bill, appropriating $10,000,000 yearly, under the supervision of a National Board of Public Education. Senator Blair strikes higher, and demands $15,000,000 for the first, with a decreasing sum for ten years, until $100,000,000 are appropriated. All these senators are from the Northern States. What the country needs is a reasonable sum to be distributed always as a stimulant to home exertion,—not a big educational bonanza worked in the interest of political bunkum.

— The New York city Board of Apportionment is at its old trick of shaving down the appropriation of the Board of Education $300,000, and is censured by an emphatic resolution passed by the Board. In view of the prodigious increase of the children, and the growing curse of illiteracy in the metropolis, this persistent attempt to cripple the public school interest can have but one meaning. It is high time that the people were informed that there is, in every great American city, an anti-public school ring of politicians, generally with Hibernian names, working in the interest of the clique of ecclesiastics engaged in the development of the parochial system. If the public school can be starved into a desirable state of leanness, there will be more hope that leading people, who do not use it, can be brought to agree to a division of school funds, and that the masses of one church can be cajoled into paying tuition for an inferior article of education, on the pretense that a graduate of a poor school is more certain of going to heaven than his companion whose education was better cared for on earth. These politicians are not specially interested in any heaven outside the circumference of a partisan ring, but the people are interested that these municipal fathers shall not steal the bread of life from their children for the sake of ecclesiastical backing in a contested election.

THE AMER. INSTITUTE OF INSTRUCTION.

TWO PRIZE ESSAYS.

The Committee of the Institute appointed to expend the annual income of THE BICKNELL FUND, for premium essays, announces that,—

ONE PREMIUM OF FIFTY DOLLARS will be given to the writer of the best essay of not less than twelve thousand words, on the topic, "**A True Order of Studies in Primary Instruction, and the Proper Time for Each.**" The term 'Primary' here includes all below the High-school grades.

ANOTHER PREMIUM OF FIFTY DOLLARS will be given to the writer of the best prize essay of not less than twelve thousand words on the topic, "**Illiteracy in a Republic.**"

The essays must be sent to the Secretary of the Committee at Boston, on or before June 15, 1882, in accordance with such instructions as will be given in a later issue of THE JOURNAL.

T. B. STOCKWELL, Providence, R. I., Chairman,
DANIEL B. HAGAR, Salem, Mass., } *Com.*
T. W. BICKNELL, Boston, Mass., Secretary,

[The exchanges of THE JOURNAL are requested to publish the above for the benefit of their readers.]

1881--2 *Club List.* 1881--2

The following list comprises but a small portion of the publications which we supply at club rates with our publications. Our patrons may add to their list new subscriptions for *any periodical*, and, with few exceptions, they can expect the ordinary club discount.

Address, THOMAS W. BICKNELL, *Publisher*,
16 Hawley St., Boston, Mass.

Name.	Regular Price.	*Journal of Education.* With.	Without.
Education,	$4.00	$5.50	$4.00
Harper's Monthly,	4.00	5.70	3.35
" Weekly,	4.00	5.75	3.35
" Bazaar,	4.00	5.75	3.35
" Young People,	1.50	3.75	1 35
Appleton's Journal,	3.00	4.90	2.55
" Art Magazine,	9.00	0.40	8 00
" Popular Science Monthly,	5.00	6.60	4.30
Century,	4.00	5.70	3.35
St. Nicholas Magazine,	3.00	4.95	2.60
North American Review,	5 00	6.50	4.15
International Review,	5.00	6.60	4 35
Magazine of Amer. History,	5.00	6.60	4 30
Atlantic Monthly,	4.00	5.70	3 35
Lippincott's Magazine,	3.00	4.90	2.55
Unitarian Review,	3.00	5.00	2.60
The Western,	2 00	4.00	1.65
The Jour. of Franklin Institute,	5.00	6.50	4.15
Littell's Living Age,	8.00	9 75	7.40
Penn Monthly,	3.00	4 75	2.40
Van Nostrand's Engineering,	5.00	6.75	4.45
Catholic World,	5.00	6.75	4.45
Wide Awake,	2 50	4.70	2.25
Boston Weekly Globe,	1.00	3.40	90
Our Little Ones,	1.50	3.75	1.30
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Journal of Science,	1.00	3.00	75
Science,	4 00	5.90	3.55
Princeton Review,	2.00	4.35	1.90
N. Y. Tribune (Weekly),	2.00	3 85	1.40
" " (Semi-weekly),	3.00	4.75	2.45
N. Y. School Journal,	2.00	4 25	2.00
Teacher's Instructor,	1.00	3.40	1.00
Electricité (France),	4.25	6.45	4.00
Kansas City Review,	2.50	4 70	2.25
Scientific American,	3.20	5.10	2.75
" Supplement,	5.00	6.50	4 25
Woman's Journal,	2.50	4.60	2.25
Journal of Chemistry,	1.00	3 35	90
Nature,	6.00	8.00	5.75
Babyland,	50	2.85	40
Art Amateur,	4.00	5.85	3.50
Little Folks' Reader,	75	3.10	65
Edinburg Review (N. Y. reprint),	4.00	5.75	3.40
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British Quarterly, "	4.00	5.75	3.40
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Leslie's Sunday Magazine,	3.00	5.10	2.70
" Leslie's Illustrated Newspaper,	4.00	5.80	3 40
" Chimney Corner,	4.00	5.80	3.40
" Boys and Girls' Weekly,	2.50	4.65	2.25
" Lady's Magazine,	2.50	4.15	2.25
" Popular Monthly,	3.00	6.00	2.70
" Pleasant Hours,	1 50	3.80	1.40
Journal of Speculative Philosophy,	3.00	5.00	2.70
Californian,	4.00	5.70	3.40
American Agriculturist,	1.50	3.70	1.25
Pennsylvania School Journal,	1.60	3.90	1.45
Vick's Monthly,	1.25	3.55	1.10
New York Graphic (Daily),	12.00	12.75	10.50
New York Independent,	3.00	5.20	2.75
Indiana School Journal,	1.50	3.75	1.50
Folio.	1.65	3.62	1.30
Methodist,	2 00	4.15	1.80
Musical World,	1.50	3.70	1.35
Poultry Bulletin,	1.25	3.50	1.10
Demorest's Monthly,	1.50	3.70	1.35
American Journal of Microscopy,	1.00	3 35	90
Lancet (N. Y. Reprint),	4.00	5.75	3.50
New York World (Daily),	10.00	11.10	9.25
" " (Weekly)	3.00	14.00	11.50
The Voice,	1.00	3.35	90
ENGLISH PUBLICATIONS.			
Edinburgh Review,		5.90	3.40
Quarterly Review,		5.90	3.40
Academy,		6.50	4.15
Athenæum,		6.60	4.27
Engineering,		11.10	8.80
Illustrated London News (Weekly),		11.00	8.75
London Times (Weekly)		5.65	3.25
London Graphic, "		11.00	8.75

AND MANY OTHERS.

NEW PUBLICATIONS.

OUR SAINTS. A Family Story. By Rose Porter. New York: A. D. F. Randolph & Co.

The worth of a little book, the strength of whose story lies in its purity and goodness, and which relies for its success upon the thoughtful, quiet teachings sweetly illuminating its pages, can scarcely be overestimated in these days of unprofitable and ephemeral fiction. But Miss Porter's pen is already recognized and justly loved for what it has wrought, and there will be many to welcome this new book, and search for its jewels. Whoso places *Our Saints* with the family dear to him at New Year's time, furnishes a book which will guide and instruct in heartfelt lessons of true living and thinking; and whoso possesses the author's previous works will hasten to add this tender mother's story of a household.

SCIENCE FOR ALL. Edited by Robert Brown, M.A., Ph.D., F.L.S., F.R.G.S., author of *Countries of the World*, *The Races of Mankind*, etc. Parts 30, 31, and 32. New York: Cassell, Petter, Galpin & Co. Price, each part, 50 cents.

Among the long list of subscription works published by Messrs. Cassell, Petter, Galpin & Co., there is not one better suited to the special wants of teachers and students of science than this, which is abundantly illustrated with engravings and diagrams. The plan of *Science for All* is to present the latest investigations of science to those who have not enjoyed special training in this department of knowledge. The papers are free from technical and scientific terms, and are prepared by the most eminent scholars in each department, among whom are Professors Newcomb, Whitney, Longley, Murie, Andrew and Robert Wilson, Duncan, Lowe, Verney, Proctor, White, Mayer, and numerous others of America and Europe. In the parts before us, articles of great practical and scientific value are found, among which are, "Weather Signs and Weather Changes," "Seeds," "The Anatomy of Ants," "The Planet Mercury," "The Migration of Mammals and Fishes," "Speaking Machines," "Heat as a Motive Power," "The Ancient and Modern Animals of South America," "The Distant Planets, Uranus and Neptune," "How Waves of Light are Measured," etc., etc.

THE MAGAZINE OF ART. New York: Cassell, Petter, Galpin & Co. Price, monthly, 35 cents; yearly, $3.50.

The January (1882) number of this admirable art magazine is one of marked excellence. The enlargement of the magazine has enabled the proprietors to carry out their plans, and the new volume (V.) which commenced with the December (1881) number will contain biographical accounts of representative British, American, and Continental Artists; illustrated papers on Remarkable Windows, at Home and Abroad, in Cathedrals and other Edifices, by artists of the past and to-day; Statues in the Streets, Art in the Garden, etc.; the Residences of Art Collectors and Artists; notices of Art Exhibitors all over the World; Furniture and Sculpture in the House; papers on the Romance of Art; Birthplaces of Art; Art for Children; Ecclesiastical Art; practical papers for Art Workmen, Art Training Schools, etc., etc., by the most eminent writers on art. The present number is rich in illustrations, and contains interesting articles on Rosa Bonheur, The Venice of Titian, How to Hang Pictures, Decorative Iron Work, Nottingham Castle Museum, Instantaneous Photography, Round About the Farm, Pictures from the Hill Collection, Homage to the Arts, Art Notes, general and American.

THE WORKS OF OLIVER GOLDSMITH. Edited by Peter Cunningham, F.S.A. In four volumes, octavo. New York: Harper & Brothers.

Volume one contains "The Poetical Works, Dramas, and the Vicar of Wakefield." Volume two, "An Inquiry into the Present State of Polite Learning;" "The Citizen of the World, or Letters from a Chinese Philosopher Residing in London to his Friends in the East." Volume three, "The Bee," being essays on the most interesting subjects; other essays, unacknowledged essays, prefaces, introductions, etc. Volume four, biographies, reviews, Animated Nature, Cock-Lane Ghost, Vido's Game of Chess, letters, etc., with a complete index. These superb volumes constitute an exceedingly valuable edition for the public and private libraries of the country, each volume containing more than five hundred well-printed pages bound in good style, with gilt tops. This edition contains *more* pieces than any other of Goldsmith's writings, and is the only one in which his works appear together exactly as their author left them. The letters of Goldsmith appear, which contain many of his happiest touches and strokes of character. The index is a valuable feature.

BARNES'S ELEMENTS OF ALGEBRA. Designed for Grammar and High Schools, Academies, etc. (New National Series of Mathematics.) By Joseph Ficklin, Ph.D., Professor of Mathematics and Astronomy in the University of the State of Missouri. New York: A. S. Barnes & Co.

This work is elementary in its character, and is designed for public schools, academies, and high-schools, in which a proper treatment of the fundamental operations is essential. Its treatment of the subject is simple and thorough. Every exercise is adapted to qualify the student to compass the difficulties which every beginner in algebra experiences. Its definition, rules, and explanations are concise and clear. It is a book of less than three hundred pages, and yet covers the whole elementary work, and is well adapted to prepare students for admission to the freshman class of higher institutions. It is emphatically a treatise suited to students who have not time to devote to a more exhaustive study of algebra.

APPLETONS' HOME BOOKS. *Home Decoration.* By Janet E. Ruutz-Rees, author of *Horace Vernet*, etc. New York: D. Appleton & Co. Price, 60 cents.

This book is happily calculated to give an impetus to decorative art in American homes. It is a manual discussing work which can be undertaken *in* the home and *for* the home, by the great mass of housekeepers. The principle laid down is sound, that the useful should underlie the ornamental. The special topics treated relate to art-needlework and embroidery, painting on silk, satin, and velvet, panel-painting, wood-carving, etc. Suggestions of a practical character are given on the materials and prices, stitches and methods, window-hangings and portières, screens, lambrequins, and small panels, incidental decorations, etc.

Home Amusements. By M. E. W. S., author of *Amenities of Home*, etc. Price, 60 cents.

This guide-book to suitable amusements for the home will be most welcome to mothers. It opens with the charms of the garret to children, and proceeds to show how private theatricals can be made to contribute to the delights of the household. Both in-door and out-door sports are explained, and the best methods of preparing them. This series of *Appletons' Home Books* are destined to do a vast amount of good and aid in securing happy homes, and thus avoid the temptations and dangers of public amusements.

PETER PARLEY'S ANNUAL, 1882—41ST YEAR. New York: Cassell, Petter, Galpin & Co. For sale by A. Williams & Co., Boston. Price, $3.00.

This beautiful volume in red and gold contains several full-page colored illustrations, and many in black and white. The text is composed of the strange and entertaining stories of Tinker, Tailor, Soldier, Sailor, Rich Man, Poor Man, Ploughboy, and Thief. This well-known popular annual has had a run of over forty years and was regarded with favor by our grandparents, and has grown in interest from year to year. It is one of the most attractive holiday books of the present season. "Peter Parley" knows how to entertain and instruct young folks. His talks with a party of peculiar people are rich in new and original ideas.

FIRST BOOK IN FRENCH, by the Natural or Pestalozzian system, for Teaching the Language without the help of the Learner's Vernacular. "Chautauqua Language Series." By James H. Worman, A. M., professor of Modern Languages in the Adelphi Acad., Brooklyn, and prof. of German at the Chautauqua Summer School. New York: A. S. Barnes & Co. Postpaid, for examination, 25 cents.

This first book is a companion series to the remarkably-successful German series by the same author, and intended for those wishing to *speak* French. The peculiar features of Professor Worman's new method are: The French language is taught without the help of English. It appeals to pictorial illustrations for the names of objects. The learner speaks from the first lesson understandingly. Grammar is taught to prevent mistakes in composition. The laws of the language are taught analytically, to make them the learner's own inferences (deductions). Rapidity of progress is insured by dependence upon associations and contrasts. Strictly graded lessons and conversations on familiar and interesting topics, providing a stock of words and ideas needed in the conversation of every-day life. Paradigms to give a systematic treatment to variable inflections. Heavy type for inflections, to make the eye a help to the mind. Hair-line types for the silent letters, and links for those to be connected, to teach pronunciation accurately.

SEVERA. A novel. From the German of E. Hartner. Translated by Mrs. A. L. Wister, translator of *The Old Mam'selle's Secret*, *The Second Wife*, *The Bailiff's Maid*, etc. 12mo, extra cloth. Philadelphia: J. B. Lippincott & Co. Price, $1.50.

This story is one of unusual merit, and has been so well translated by Mrs. Wister that nothing of its original flavor is lost by being rendered into English. The works of Hartner are among the best suited to American readers of modern German writers. His books are healthy in tone, and contain passages of forcible and impressive description. The characters have more of the German type of romantic action than American readers would generally fancy; still they are well drawn, and represent elements of society and national life with fidelity.

SEVEN VOICES OF SYMPATHY. From the writings of Henry Wadsworth Longfellow. Edited by Charlotte Fiske Bates. Boston: Houghton, Mifflin & Co. Price, $1.25.

This collection, made from the poems and prose writings of Mr. Longfellow, is specially designed and admirably suited to solace those in bereavement, as well as the depressed in spirit, the neglected, the toiling, the struggling, and the aged. No poet has contributed more or better pieces for such a collection. We confess to no little surprise at finding such rich materials from his prose writings adapted to such a collection. "Hyperion," "Kavanah," "Outre-mer," and "Table Talk," all furnish passages full of consolation. The selections have been most judiciously made, — a task requiring no little discrimination. The original suggestion came from the lamented James T. Fields, to make a collection of Mr. Longfellow's poems for the comfort of the bereaved, but the editor has changed the plan so that it includes both prose and poetry, and extended its scope to other classes needing words of comfort.

THE ARTIST AND HIS MISSION. A Study in Æsthetics. By Rev. William M. Reily, Ph.D., professor of Ancient Languages, Palantine College. Philadelphia: John E. Potter & Co. Price, $1.50.

This scholarly treatise presents in strong light the mission, method, and resources of the artist in his relation to the beautiful. The sense of beauty, it is claimed, asserts itself to such a degree of intensity that it predominates over all the other faculties of his mind, and unfolds itself in artistic productivity. Perception, fancy, and the imagination must combine to secure the highest results. The great artist must possess faculties trained and guided by a sense of beauty. Talent implies not the form-finding power, but the form-exhibiting power (technique) in an artist. This work will be appreciated by those interested in the study of the philosophy of beauty, and furnish an insight into the comprehensive and important science of æsthetics. The book is presented to the reader, by Messrs. Potter & Co., in excellent taste, printed on heavy tinted paper, and well bound for the library.

VOLCANOES: *What They Are, and What They Teach.* By John W. Judd, F.R.S., professor of Geology in the Royal School of Mines. With 96 illustrations. New York: D. Appleton & Co. Price, $1.75.

To all students of the phenomena of the earth, this new volume of "The International Scientific Series" will be found exceedingly valuable. The author presents an excellent popular exposition of the present condition of our knowledge on volcanoes. He has wisely selected, for examination, examples of such volcanoes as are really typical of all the various classes which exist on the globe. From these he has deduced the general laws which appear to govern volcanic action; its nature; the products; the distribution of ejected materials; the internal structure of volcanic mountains; their distribution upon the surface of the earth; what is taught from their study concerning the earth's interior; and the part they play in the economy of nature, as well as concise statements of the courses of volcanic action. The illustrations are of a superior character, many of them from photographs, and full-page. The book is made in the best style of the art, letter-press, paper, and binding being in harmony with the importance of the work.

LITERARY NOTES.

— In answer to many inquiries, we reply, that Mr. Winthrop's address at Yorktown is printed in pamphlet form by Thompson & Brown, 23 Hawley street, Boston. Price, 50 cts.

— Miss Sara S. Rice, teacher of elocution in the Baltimore Western High School, and editor of *The Elocutionist*, has just issued a valuable *Elocutionary Primer*, containing the principles of elocution and hints for students. It will be found very useful, and places before the student very clearly the true course of training in building up a good style of reading and oratory. It defines in concise form, and practically illustrates articulation, pronunciation, tone, pause, emphasis, inflection, style, position, gesture, and concludes with a most pertinent chapter pointing out the faults of readers. For copies, address Sara S. Rice, 129 Lexington Avenue, Baltimore, Md.

— Thomas Y. Crowell, New York, has just published another of his choice home books, entitled *What About Fred*, by Parthenia B. Chamberlain, author of *A Rare Piece of Work*, etc. If our home and Sunday-school libraries had only stories of the high moral and religious character of this book, the influence would be most salutary in elevating the tone of life and society. "Fred," the hero of this tale, had culture, fortified with good principles, and his life was a blessing to his friends and the world. Get this attractive book for the boys for Christmas and you will make them a useful gift.

— The number of beautiful holiday books issued the present season is very large, and, in all the collections we have examined, we find ourselves turning to one book, published by James R. Osgood & Co., as most completely realizing our ideal of a gift book. It is *Lucille*, by Owen Meredith. The full-page illustrations are exquisite works of art, and in such harmony with the text as to make them of special significance. The frontispiece, "A woman alone on a shelf of the hill," is a perfect gem. Equally good are those suggested by the lines, "He looked up and looked long in the face of Lucille;" "Between you and me heaven fixes a gulf;" "Woman, woman, what hast thou done with my youth!" "She turned, smiled, and passed up the twilight." The head and tail-pieces to dedication and illustrations, half-title, illustrated headings, and the three hundred and more illustrations of the text are all artistic, and combine to make the book one of rare beauty. The drawings are by Mary Hallock Foote, Garrett, Hayden, Ipsen, Lummis, Snyder, Perkins, and others. The engravings are by Anthony, John Andrews & Son, Dana, Linton, Lowenthall, Varley, and others. The binding, letter-press, and paper are in the highest style of the book-making art. Such a book is a credit to any publishing house in the world.

SPECIAL CORRESPONDENCE.

ROCHESTER LETTER.

Rochester, as an educational center, is fast becoming well and favorably known. At the head of our institutions stands the Theological Seminary. This, though strictly under the control of the Baptists, is yet regarded as the property of our city. We all take a common interest, and claim a common share in its success. Two new men have this year been enrolled as members of the faculty, — Dr. T. H. Pattison, who came from a prominent church in Albany, and Prof. B. O. True, from Providence, R. I. We hear naught but words of praise for the work and the men. The prospects were never better for good work than to-day, and the many colleges represented here, and the different parts of the Union each sending their chosen man, all combine to bring about influences at once strengthening and ennobling.

ROCHESTER UNIVERSITY.

A quiet, unostentatious college, not known widely, but when and wherever known always favorably, is the University of Rochester. A new impetus has been given all connected with and interested in its welfare, by the $200,000 recently added to its endowment fund. But higher, nobler, and better than any fund, however good that may be, are the men whose shoulders have been to the wheel, and whose labors have aided the struggles of the University since its infancy. President Anderson is a man who, as men commonly regard the matter, has seen his best days, and yet no one has ever a thought but that Dr. Anderson must of necessity be here to carry on what with propriety has been called "his own work." The influence of this man over the hearts and lives of his students is something wonderful, and yet touching everyone in its sympathy. How many men we know who are now doing manfully in the world's struggle for existence, whose shoulders are broad, whose sinews are tough, and courage high,—how many there are of these men who think that in every great question they must come "home" and consult Dr. Anderson. Many institutions have tried to carry him off from us. We have been informed that the University of Michigan wanted him at one time, and that Vassar also would have been glad to have had him come to her, but the universal refusal of offers has been a lesson to many of his weaker and younger brothers in the work. "I never desire so broad or wide a field of labor that I cannot become personally acquainted with every man under my care." Surely if there are "Sermons in stones," there is more than one volume of grand discourses in the pregnant words we have quoted.

Side by side with Dr. Anderson, staying up his hands and aiding in every way, is Dr. Kendrick, the "*Kai gar*" of Rochester. These are men whose heads have become white, and whose forms have bowed more perceptibly with each advancing year. There are, however, young men by their side whose present is bright and whose prospects for the future are brighter still. Each man furnishes his part toward the complete development of each young man in the University. Surely that city is blest within whose borders a perpetual fountain of truth and knowledge, purity and culture is found, and such a fountain is the college in our midst.

OUR PUBLIC SCHOOLS.

The system we have in vogue is excellent, and there are many men and women not one whit behind the system. The Free Academy is the prize for which every one in the grammar schools is striving, and the influences brought to bear cause them to fight "not as one that beats the air." We have some very excellent teachers in the Academy, and yet we have to acknowledge with a feeling of shame that Rochester, like many other cities, fails to recognize and reward true merit by adequate salaries. The salary of the principal is a disgrace to this city. A profound scholar and excellent teacher, called to work for the mere pittance, comparatively speaking, that is given him! It is sometimes said, "If they are not satisfied let them go elsewhere"; but when men reach a certain age, have found their home and grown into the work, there is a feeling of the greatest reluctance to pull up stakes and seek a new field of labor. For a city to take advantage of this feeling, and to fail to reward a man according to his work, is a piece of smallness that even a Jew might well resent. In a report of the Board of Education, published not long ago, it was brought up as a proof of Rochester's enterprise, that whereas the cost per capita for tuition, on the average number of pupils belonging in all the schools of Boston, was $23.44, in Cincinnati $19.84,—in the schools of Rochester, for the same year, the cost *was only* $13.59 *per capita*. Surely there is, or ought to be anything, but a feeling of satisfaction at such a showing.

In spite, however, of such discouragements the work done in the academy is excellent. The graduates take high rank in college, and bear witness in many ways to the excellence of the drill and discipline they have enjoyed. The citizens are interested and appreciate the work that is done; and there is no encouragement like this for the earnest teacher.

The grammar-school teachers are live and progressive. Educational publications are taken, true methods are studied, comparisons are made as to results, and the best means to accomplish results, are aimed at every time. Their work has caused the Rochester Free Academy to be placed third in the list of schools of the State, graded according to the apportionment of the moneys held by the regents. This division is based upon the number passing the preliminary examination upon the common English branches, held three times each year. Among the many things the city schools boast of doing, and doing well, are the doing away more and more each year with corporal punishment; the regard for the pupils' health, having found an excellent means of ventilation; increasing the number of good penmen, and the holding of teachers' institutes every two weeks. We are far from having a perfect system, nor are we so near the millenium of the school-teacher that we think we can afford for a moment to rest upon our oars; and yet we do feel well pleased with our schools, and as judged by their fruits, feel like shouting aloud, Well done!

Rochester, N. Y., 1881. ALIQUIS.

A TEACHERS' INSTITUTE IN ALABAMA. — PERRY COUNTY TO THE FRONT.

It is not surprising that the Teachers' Institute held at the Court-house on Dec. 3, was the first ever held in Perry County. The demand for educational advantages in this section has been so fully supplied by the chartered institutions located here that the public schools have necessarily occupied a place somewhat in the background. The faculties of these schools were well represented at the meeting on Saturday, and the most interesting feature of the exercises was the earnest and eloquent address by Dr. Gevaltney, of the Judson Institute. He spoke from the abundance of his experience, and his words went straight to the hearts of his fellow-teachers who are trying to do more for their pupils than to impart a knowledge of text-books

It is to be regretted that there is no written record of the words of warmest commendation spoken for the educational papers of the New England Publishing Company, given in connection with the topic of helps for teachers.

The meeting was opened by Col. J. B. Shivers, the able superintendent of this county, and Mr. B. F. Cannon was chosen secretary. The regular institute work was conducted by Prof. G. H. Bemus, who, in the brief time allotted, attempted only to suggest what the work of future meetings might be, and to urge upon the teachers the benefits to be derived from the introduction of object-teaching in their schools. Rev. Mr. Slaymaker, Mr. Henderson, and Mrs. L. N. Crowe were appointed a committee on resolutions. It was decided to hold another meeting the last of March, and Profs. Bemus and Valden of the Board of Examiners, and Mr. W. E. Rickard were chosen to arrange a program, that each teacher might come with special preparation for the work expected of him. The teachers were assured that the homes of the citizens would be open to them, and an effort made to give them a pleasant time socially, while they were having a profitable time intellectually.

The Young Men's Christian Association freely tendered their beautiful building for the use of the Institute, and the meeting adjourned with all feeling that a long stride had been taken in the interest of the public schools. * * *

BALTIMORE.— HER EDUCATIONAL INSTITUTIONS.

SOUTHERN EDUCATIONAL CENTRES.

A few cities in the central and northern portions of the South of twenty years ago are now coming to the front as educational centres of great interest. We have already called attention to Washington and its promise of eminent influence in this direction in the future. In the South-west, the pre-eminence of Nashville is at present undisputed; although Atlanta and New Orleans are, just now, waking up to a commendable rivalry of educational opportunity. There is no doubt that St. Louis and Louisville have a certain pre-eminence in that section in the fame of their public schools, and the former is making great exertions,—especially in Washington University,—to develop the higher education. But, so far, Baltimore certainly has the lead, all things considered, among the cities of the former States of the South. A hasty visit, which gave all-too-short a time for even a glimpse of educational Baltimore, has impressed upon us the growing importance of this beautiful city as a centre of education in its various forms of development.

CATHOLIC SCHOOLS.

First in order, as in historical possession of the ground, comes the Roman Catholic Church, with its large number of schools of various kinds. The centre of the Catholic hierarchy of the Union is here established, and here we must look for the most complete manifestation of the Catholic idea of American education. This is found in a system of parochial schools which include nearly all the children of this sect, with arrangements for the secondary and higher education of their superior youth of both sexes. Just what is the actual merit of this schooling, tried by scientific modern standards, it is not easy to find out. The Catholic hierarchy does not invite inspection from without, but we infer that a class of men so astute will be likely to keep its schools of all grades pretty near the demands of its constituency. Probably the Catholic school-system of Baltimore more nearly approaches the ideal of its managers than any other, since all the lines converge to one pair of hands, and all its plans must be approved by one sagacious brain.

THE PUBLIC SCHOOLS.

Foremost in the public-school system stands the State Normal School, represented by a noble building, on one of the most attractive of the new squares of the city. We have spoken elsewhere of this admirable institution as one of the best of its kind, and its principal, State Supt. Newell, has long been known as one of the most accomplished school-men in the Union. Baltimore has three free high schools,—one for boys and two for girls,—in which more than twelve hundred of her youth are receiving a good secondary education. Their buildings are an ornament to the city, and, spite of the determined opposition of certain representative families of the old *régime*, the schools themselves are probably the best of their kind in the city, and a growing power among all classes of the people. The public system of elementary and grammar instruction gives schooling, for ten months in the year, to an average attendance of thirty thousand pupils, involving an expenditure of some six hundred thousand dollars. The public schools are under the superintendency of Prof. Henry E. Shepherd, and, although hardly sufficient for the growing demands of the city, are without doubt improving in various days, and a credit generally to its people.

The crying want of city school-keeping in our central States of the East is compulsory attendance of children, better school-houses, and a more hearty adoption of superior methods of instruction. The people want these things, and are only hindered from having them by the wretched manipulations of ring politics, and the intrigues of unfriendly ecclesiastics, backed by a social conceit, always too ready to disparage whatever makes for the education of the whole people. No city has more need to watch these hostile influences than Baltimore.

The city spends $60,000 a year in the elementary schooling of 6,000 colored children, and the State contributes to the support of one superior school for the training of colored teachers. So far, Baltimore is behind several of the Southern cities, both in the facilities it offers to this portion of its citizens and the employment of colored teachers, although its colored public schools are of good quality, and generally well administered by their white instructors. The 50,000 colored people in Baltimore have only themselves to blame for any deficiencies of this sort, and when they learn to push their claims with the same determination shown by any class of our foreign-born citizens, a better day for their children is sure to dawn.

HIGHER EDUCATIONAL INSTITUTIONS.

Outside the public school-system the most notable feature of free education in Baltimore is the Peabody Institute. This noble foundation, established by George Peabody, represents an endowment of $1,240,000, of which more than one-half has been expended in a magnificent building. The Institute supports the best reference-library outside of New York, with, perhaps, the exception of Washington, beyond the Hudson River, including seventy-two thousand volumes, a lecture department, a Conservatory of Music with 250 students, a sculpture gallery of casts, and the beginnings of a gallery of pictures, with a yearly appropriation of several hundred dollars in premiums for scholarship in the free high-schools. All this, save the Conservatory, is virtually free to the people, and the great influence of the institution is already beginning to tell at home and abroad.

The Johns Hopkins University is one of the most liberally endowed of American colleges, and is now in its fifth year of instruction. It is yet a question whether the highest interests of American education are to be subserved by its plan of developing a class of expert students and making the University itself so largely a place for the encouragement of special investigation. Still a good deal is done in the ordinary collegiate way, and the public is served by popular lectures and valuable assistance to classes of teachers. At present the staff includes thirty-five persons, and the number of students is 168.

The Maryland Institute, for the promotion of the mechanic arts, is a valuable school, somewhat after the style of the Cooper Union of New York, though aiming more exclusively at artistic results. It now has 358 students, and will become a valuable Art Normal Seminary for the instruction of public school-teachers of drawing.

Of the large number of private schools of various degrees of merit, and various institutions, educational and semi-religious, professional and popular, it is not necessary to speak. The city of Balimore is certainly in a fair way to lead the whole vast region of the south Atlantic coast in matters educational, and, if the noble example of Peabody and Hopkins shall be followed by others of its wealthy citizens, may become a centre of culture and instruction not inferior to any of the great cities of the Republic.

Baltimore, Md., Dec., 1881. X.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. Luce, *Augusta, Me.*

STATE EDUCATIONAL ASSOCIATION.

The fifteenth annual session of the State Ed. Assoc. will be held at the High School-house, Biddeford, Dec. 29, 30, and 31. The following is the program:

Thursday, December 29.

3.00. P. M. Business meeting: appointment of committees, etc.
3.30. Report, — Progress made during the year, by Hon. N. A. Luce, of Augusta.
7.30. Address of Welcome, by Supt. James Burrier, of Biddeford. Response by Prest. M. C. Fernald, of Orono.
8.00. Paper,—"Style in Teaching," Supt. Thos. Tash, of Portland. Discussion: Supt. G. T. Fletcher, of Augusta.

Friday, December 30.

9.00. A. M. Discussion,—"Is there Work for Two Educational Associations in Maine?" by Hon. W. J. Corthell, Gorham.
10.30. Paper,—"What is Practical Education?" by F. E. C. Robbins, of Deering. Discussion: C. C. Rounds, of Farmington.
2.00. P. M. Paper, — "Science in the Public Schools," by C. W. Fenn, of Gorham. Discussion: Wm. Harper, of Farmington.
3.30. Paper,—"School Discipline," by L. B. Shehan, of Portland. Discussion: General.
7.30. Paper,—"The Scholar and his Relation to the other Pursuits of Life," by W. G. Lord, of Limington. Discussion: Rev. A. W. Burr, of Hallowell.

Saturday Morning, Dec. 31.

9.00. Business meeting. Discussions.

Board. — Free entertainment will be furnished to ladies. Apply, by postal card, to O. M. Lord, Biddeford. A committe will be in attendance at the time of meeting to assign places. Gentlemen will be accommodated at the Biddeford House at reduced rates.

Railroads.—Free return-tickets to Portland will be sold at all stations on the Maine Central or its branches. Round-trip tickets at one fare over the Boston & Maine will be sold at the Portland office. Certificates of free return, to all paying full fare to Biddeford from other stations on the same road, will be issued by the Sec. of the Assoc. Persons attending *via* the Eastern railroad, paying full local fares to Biddeford, will be furnished free return-certificates by the Sec. of the Assoc. to stations, including Portland, from which such fares are paid. Similar certificates will be furnished to those paying full fares over the Portland & Rochester road.

— The catalogue of Bates Coll., 1881-82, indicates a growing popularity and usefulness. The four classes in the college proper number: Senior 26, junior 23, sophomore 36, freshmen 41. Dr. Cheney, and his associate-professors constitute an able faculty, and the history of the college shows that they are doing excellent work. The Theol. Dept. numbers 20, with two ident graduates. The Triennial appended shows the whole number of academic graduates to be be 245; Theol. 41.

VERMONT.

State Editor, C. C. Boynton, *Townshend, Vt.*

— The West Randolph graded school,—A. S. Hardy, principal,—began Dec. 12, with the largest number of non-resident pupils ever in attendance, showing growing popularity in that part of the State. Five expect to graduate from the classical, and three from the collegiate preparatory courses this year.

— Leland and Gray Sem., Townshend, has 67 pupils, — the largest winter attendance known in the 46 years' history of the school, and a gain of over 61 per cent. on last year's attendance.

— Glenwood Classical Sem., West Brattleboro,—H. H. Shaw, principal,—is returning to its old-time popularity. A successful fall term has just closed; attendance 86, including 15 primaries. Miss Hattie A. Brown, graduate of Leland and Gray Sem., class of '80, is preceptress.

MASSACHUSETTS.

State Editor, Alfred Bunker, *Boston (Highlands), Mass.*

Boston.—At the last meeting of the School Board, Mr. Joshua M. Dill, sub-master of the Andrew School, was promoted to the mastership, *vice* Mr. Leander Waterman, deceased, dating from Nov. 21, 1881. The number of pupils in the Gibson School having become large enough to warrant it, Mr. William E. Endicott, the principal, was advanced to the grade and pay of master, to date from Jan. 1, 1882. Mr. Arthur B. Morong was elected special teacher of chemistry and zoölogy in the East Boston and West Roxbury high schools, commencing Dec. 1, 1881.

— The meeting of the State Teachers' Assoc., in the halls of the new Latin and English High School building, on the last three days of the year, promises to be one of unusual interest.

The Boston High School Regiment gave an exhibition-drill, on Friday evening, at the Soldiers' Bazaar, in aid of the fund for the Soldiers' Home. Ten companies were in line, and their various evolutions and manual and bayonet-drill elicited warm commendation from military gentlemen present. The attendance that evening was the largest for the week, nearly seven thousand tickets being sold that day.

The Boston School Board passed the following resolutions on the death of Prin. Waterman:

Resolved, That this Board learns, with sincere regret, of the death of Mr. Leander Waterman, late master of the Andrew School.
Resolved, That Mr. Waterman's long and faithful service as a teacher is entitled to our hearty recognition, and that by his death we believe the public schools are deprived of one of their most earnest and conscientious teachers.
Resolved, That we deeply sympathize with the family of Mr. Waterman in their affliction.

— Mr. Francis Cogswell has been reëlected Supt. of Schools, Cambridge, at a salary of $2,700.

— A convention of teachers of industrial drawing will be held on Thursday, Dec. 29, at the Art Club Rooms, Boylston street. Papers will be read in the morning by Mr. Walter S. Perry, on "Drawing in Public Schools"; by Mr. Henry Hitchings, on "Drawing in the Public Schools of Boston"; and in the afternoon, on "Freehand Drawing in Evening Schools," by Mr. G. H. Bartlett; on "Mechanical Drawing in Evening Schools," by Mr. Otto Fuchs; and on "Art Instruction," by Mr. Chas. C. Perkins. In the evening there will be supper and social gathering at the Art Club Rooms. This convention is called for the purpose of affording an opportunity to those engaged in art-teaching to meet their colleagues for an interchange of ideas and experiences, hoping thereby to aid the cause of industrial art education. The social meeting will afford an opportunity, which many desire, to become acquainted with their fellow-teachers.

— The salaries of the Fitchburg teachers have recently been somewhat increased, and are now as follows: High school, principal, $1,650; assistants, $650 to $1,050;—Grammar Schools, principals, $850 to $1,100; assistants, $340 to $420;—Primary Schools, $320 to $400; drawing, $500; music, $600; penmanship, $600; Supt. of Schools, $1,000. Substitutes for teachers absent on account of sickness, receive three-fourths of the teacher's salary. In fixing salaries, attendance at normal school one year or more is regarded as equivalent to one year's teaching.

— Lowell is to have both French and English-speaking teachers in the evening schools.

— The young ladies at Wheaton Sem., Norton, are to have a course of four lectures by Mrs. Abba Gould Woolson, and possibly others from prominent lecturers.

RHODE ISLAND.

— The 80th anniversary of the Greenwich Acad. will be celebrated on Thursday, June 22, 1882. The Rev. A. K. Potter, D.D., of Springfield, Mass., will deliver the oration; Dr. Henry E. Turner, of Newport, R. I., the historical address; and Mrs. Mary E. Haseltine, *née* Edmond, a former graduate and preceptress, will furnish the poem.

— The Rhode Island Inst. of Instruction will hold its thirty-seventh annual session in Providence, Jan. 12, 13, and 14, 1882. Addresses and papers are expected from Prests. Seelye of Amherst Coll., and Robinson of Brown Univ.; Supts. Marble of Worcester, and Fisher of Dover, N. H.; Profs. Parsons of Providence, and Osbun of Salem; Miss C. E. Bush of the Conn. Normal School; C. Goodwin Clark, Esq., and John Tetlow, A.M., of Boston; and Commander John R. Bartlett, Jr., of the U. S. Navy. On the evening of the 13th, addresses are expected from Gov. Littlefield, May, or Hayward, Rev. H. W. Rugg, and Prest. Van Slyck of the Providence School Board; readings by Prof. Ticknor of Jamaica Plain. An effort has been made to make the exercises of such a nature that all who attend will receive benefits of a practical nature. The prospect now seems good that this will be one of the best educational meetings ever held in the State. Full program next week.

— The death of Robert S. Andrews, Esq., of Bristol, removes one of the true and earnest educational workers of the town and State. Mr. Andrews has always been a promoter of all good causes in church and society. For several years he was Supt. of the Schools of the town, and always showed a deep interest in the welfare of teachers and scholars. He was an active member of the Rhode Island Inst. and a director of the American Inst. of Instr. at the time of his death. Teachers always found in Supt. Andrews a wise adviser and a faithful friend. He was cautious and conservative in action, always seeking to be guided by an intelligent mind and a good conscience. His mistakes were those of omission rather than commission, and his faults all leaned to virtue's side.

— Warren has a public library of 2,933 volumes, and Barrington hopes to have one of 3,000 volumes Jan. 1, 1882.

— Bristol and Warren are both discussing measures to supply the towns with pure water.

— Pawtucket has had a school-house fire, costing the town $2,500.

— The Providence public library is one of the best managed — if not the best — in New England.

CONNECTICUT.

State Editor, Charles Northend, *New Britain, Conn.*

— Mr. John B. McLean has for the last three or four years taught a school in Simsbury, of a grade higher than the common schools, in which pupils have studied the more advanced English branches and also the languages. Though the school has been taught only six months in the year, it has proved very helpful to quite a number who wished to pursue higher studies. An hour or two recently spent in this school satisfied us that Mr. McLean was doing a good work, and affording to many advantages which they could not otherwise enjoy. His pupils seemed to be in earnest in their endeavors to improve the opportunities afforded them.

— The quarterly meeting of the Hartford Co. Ed. Assoc. was held at the Brown School in Hartford, on Saturday, the 17th inst. The attendance was very fair. The first exercise was given by Mr. P. L. Wood, of Bristol, on "Spelling." This was a very sensible, plain, and practical exercise, in which he urged the importance of the subject, and spoke of a variety of methods of teaching spelling. Quite a discussion followed, in which Messrs. Carleton and Northend of New Britain, Barnes and Morse and Miss Harris of Hartford, Hitchcock of Thompsonville, Sec. Northrop, and Prof. Crosby of Waterbury, participated. The second exercise was by Prof. Carleton, on "The Philosophy of Methods in Teaching." This was treated in a very able and interesting manner, and was evidently received with much favor. Prof. Carleton has given the same paper before the teachers of New Haven, and also before some of the teachers' institutes to very great acceptance.

HON. WILLIAM D. HENKLE.

RESOLUTIONS OF RESPECT.

The following resolutions were unanimously adopted by the Northeastern Ohio Teachers' Association, at a meeting held in Cleveland, Dec. 10, 1881:

Resolved, That in the death of Hon. William D. Henkle we have lost a very dear friend; the cause of education in Ohio, and the United States, a strong support, and a quiet, but constantly-lustrous ornament; and society a member quick to all her best interests, and ingenious in helping to devise solutions for her most intricate problems.

Resolved, That our sense of the loss we have sustained becomes more intense as we look forward to the recurrence of the customary occasions where, for more than a quarter of a century, we have enjoyed his genial companionship, the steady and helpful support of his trained and inventive intellect, and have shared the honors which he has conferred on the profession in its State and National relations.

Resolved, That as a thoughtful youth struggling for the rudiments of an education; as an elder brother and efficient guide to earnest young minds in similar pursuits; as an enthusiastic artist, bringing a knowledge of the systems of all civilized lands into his helpful efforts, with others to plan and build up for his loved State and country an educational and social system adapted to their progressive character; as a ripened teacher, a well-informed and suggestive counsellor in the local, State, and National bodies, concerned in the practical work of education, and the scientific statement of educational doctrines; and as an efficient State officer, we remember our departed brother as the ever unselfish, charitable, helpful, thoroughly-furnished representative of our profession. A devout believer in the effectiveness of moral forces, his unassuming life, now so widely regarded as successful, is the happiest vindication of his creed, and should encourage us who profess to be laboring for the final triumph of these forces.

Resolved, That his special aptitude as an original investigator, and the universality of his attainments and sympathies, entitle him to the tribute of one of his professional admirers, "Ohio had but one Henkle; other States had none."

Resolved, That we mourn our loss, and profoundly sympathize with his deeply-afflicted family.

Resolved, That these resolutions be spread on the minutes of this Association, and a copy thereof be forwarded to the bereaved family.

Resolved, That these resolutions be furnished for publication in the Cleveland papers, and the educational periodicals of the country.

D. F. DeWolf,
Thomas W. Harvey,
Thomas C. Mendenhall,
Reuben McMillan,
Henry M. Parker. } *Com.*

Hiram Sapp, *Sec.* B. A. Hinsdale, *Prest.*

ROGERS'S GROUPS.

Average Price, $15.00.

Hon. A. W. Tourgee, author of *A Fool's Errand*, etc., in an eloquent lecture delivered in Tremont Temple, Boston, Dec. 12, 1881, speaking of American art, said that "John Rogers, of New York, was one of the most gifted and skillful artists of this generation, as his marvelous groups of statuary abundantly proved."

The above cut represents the latest of his works, and will delight many who want variety in their collections of art-work. His designs cover a wide range of subjects. Those from Shakespeare, from Washington Irving's story of Rip Van Winkle, from national historical incidents, the "Favored Scholar," and other groups bearing upon educational and literary work, are exactly adapted to our American institutions of learning, as well as suited to the drawing-rooms of the homes of culture and refinement. Mr. Rogers's power to represent figures and expression is indeed remarkable, as shown in his celebrated groups, "Checkers on the Farm," "The Fugitive's Story," "Country Post-office," "Playing Doctor," "Is it so Nominated in the Bond?" and others. These groups are made of a clay-colored material, and when soiled are easily cleaned with soap and water without injury. They are so packed that they can be safely sent to any part of the world.

Our advice to friends, who want to make an expenditure for the holidays which will contribute permanent pleasure to the inmates of every refined home, is, to get one or more of the groups of statuary by John Rogers, 23 Union square, New York. They may be had, in Boston, at Messrs. Williams & Everett's, the New England agents.

PUBLISHER'S NOTES.

THE TIME GLOBE.

The time and other globes, manufactured by Juvet & Co., Canajoharie, N.Y., were awarded a "gold medal" at the Mechanics' Fair, just closed in Boston, and it will be good news to New England teachers and others interested in geographical and astronomical studies to know that these model globes are to be introduced and sold by George A. Smith & Co., 149 A Tremont street, Boston. Mr. Juvet set himself, several years since, to the work of making globes that should equal in perfection of construction and accuracy the other educational apparatus of the present day. His careful study resulted in the production of the Time Globe, which is probably as near perfection as anything in the line of physical apparatus can be made.

The Time Globe contains in its interior a chronometer movement. At the northern end the meridian ring is expanded into a holder for a transparent clock-dial with the usual hour-figures and minute-divisions. The hands are situated under the dial, which is made of heavy plate-glass, on which the time is easily read. The axis of the earth is represented by a gracefully-shaped arrow, the feathered end of which is used as a *stem-winder* for the clock within, which runs four days, and is *regulated from the outside.* The meridian ring used for the support of the Globe at its polar extremities is graduated for the measurement of latitude, and placed at some distance from the sphere to give lightness and beauty, and also to allow the examination of its surface more readily; while by means of a swiveled clutch and holder the sphere is readily adjusted to any position. The effect of this mechanical arrangement is that *the globe is hung in the air* and no portion of its surface obscured.

At the equator a zone dial encircles the Globe, the hour-figures and minute-marks on which, by following the meridian line, or any line from the pole to the equator, of any locality to it, gives the exact time of any and every place. By the automatic movement of the clock, as it revolves on its axis once every twenty-four hours, and by the new and simple arrangement above described, are shown the very motion of the earth, with the accompanying phenomenon of change from day to night; while at every moment there is exhibited on the equatorial dial the local times at all places on the earth; the day and night ring, at the same time, showing all the places at which the sun is then rising and setting, the relative length of the day and night in all latitudes, and all other circumstances attending diurnal rotations.

Thus, as may be readily seen, all observations usually made with Globes are here given as object-lessons, and problems that relate to the causes of day and night, and their constantly-varying lengths, usually so incomprehensible to many, are solved in so simple a manner as to be readily understood, even by children, since we have here an exact representation of the phenomena of nature. The Globe, in addition, also measures by its motion the comparative (and by a simple computation the *exact*) size of any country as it passes the meridian ring and equatorial zone. Its works are simple: can be taken apart or repaired by any mechanician. It received the highest award of the Centennial Exposition at Philadelphia, and has the cordial indorsement of scientists at home and abroad. It is mounted simple or ornate, to meet various tastes, and will be an ornament in the most luxurious library, an adjunct in every business-office, and a necessity in every institution of learning. For illustrated views of these Globes see the advertisement in THE JOURNAL of this week. Send to Juvet & Co., Canajoharie, N. Y., or to Geo. A. Smith & Co., 149 A Tremont Street, for descriptive circulars of different sizes and prizes.

THE ESTEY ORGAN CO., 608 Washington St., Boston, have the strong indorsement of Mme. Patti, who shows her appreciation of the Estey Organs, and also of Haine's Pianos, of which they are the agents, by taking one of each of these instruments with her on her tour of the Continent in her private car. The instruments are commended by leading artists for purity and quality of tone and excellence of action. Send for catalogue, and inspect them at the warerooms.

A LADY from Oregon writes: "Dr. Benson,—I think you should be presented with a chariot of pure gold for your Celery and Chamomile Pills having proved such a blessing to thousands of sufferers with sick and nervous headache, neuralgia, nervousness, and dyspepsia."

WHEN you visit a school and find the teachers cheerful, the scholars orderly and industrious, some at work on the blackboards and all contented and happy, you will say at once, What a nice school, I wonder if all schools are like this? Undoubtedly they are not, nor are they to be blamed, for the school we have pictured is using Swasey's Blackboards which are so smooth and clean, while other schools are not so favored. Give them the same advantages and the result will be the same. Address, J. A. Swasey, 21 Brattle Street, Boston.

A CARD.

During the next six months there will be a large number of people out of employment on account of the drought; in some parts of the country there is a good deal of suffering. There are plenty of men and women in this country who, if some friend would put them in the way of earning two or three hundred dollars during the winter months, would be grateful for a life-time. A large manufacturing company in New York is now prepared to start persons of either sex in a new business. The business is honorable and legitimate (no peddling or book-canvassing), $50 per month and expenses paid. So, if you are out of employment, send your name and address at once to the Wallace Co., 60 Warren St., New York. The *Household and Farm* in its issue of October says: "The offer made by this company (who are one of the most reliable in this city) is the best ever made to the unemployed." The Wallace Co. makes a special offer to readers of this paper who will write them at once, and who can give good references. [tf

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LATIN AND GREEK BY CORRESPONDENCE.

ADA, OHIO, Dec. 5, 1881.

Mr. R. L. PERKINS, 31 Pemberton Sq., Boston:

Dear Sir: May I trouble you this time with two or three questions? What is your opinion of the "natural method" of teaching Latin? Which method of pronunciation do your prefer? Is there a Latin grammar, in Latin, published at moderate price? What work would best fit one for carrying on a recitation by means almost entirely of the Latin? Perhaps a familiarity with a greater number of authors would answer these questions for me, or, rather, the last question.

We are getting along nicely with our work. My husband sends his regards. Very truly yours,

349a MARY HICKERNELL.

Just Ready:

PRESIDENT GARFIELD

—AND—

EDUCATION.

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EDUCATIONAL INTELLIGENCE.

CALIFORNIA.—The next annual meeting of the State Teachers' Assoc. will be held in San Francisco on Tuesday, Wednesday, and Thursday, Dec, 27, 28, and 29, 1881, at Dashaway Hall, commencing at 10 o'clock a. m., on Tuesday, Dec. 27. The Ex. Com. have arranged for addresses and papers by some of the prominent teachers and educators of the State, and it is expected that the proceedings will be of unusual interest. By order of the Ex. Com., A. W. MacDonald, secretary.

COLORADO.—The State Teachers' Assoc. will hold its seventh annual session at Colorado Springs, Wednesday, Thursday, and Friday, Dec. 28, 29, and 30, at the High School-building. The following is the program:

Wednesday, December 28.

Address of Welcome, by Rev. T. C. Kirkwood. Response by Prest. I. N. Dennett. Lecture,—"Our Foreign Schoolmasters," by Prof. Geo. N. Marden.

Thursday Evening, Dec. 29.

9.00 A. M. President's address, by I. N. Dennett. "Teacher's Work, outside of Text-book," by F. S. McClung. Discussion: by H. M. Hale and Mary Thomas.

1.30 P. M. Paper,—"Evolution of Primary Methods," by Miss Giddings. Paper,—"Mathematical Geography," by Robt. H. Beggs. Paper,—"Spelling Reform," by W. R. Callicotte. Discussion: M. L. Jennings and P. A. Moir.

Appointment of Committees.

7.00 P. M. Lecture by Prest. J. A. Sewall, State Univ. Short addresses: "Technical Education," by Prest. A. E. Hale, School of Mines; "Discipline of Education," by Prest. D. D. Moore, Denver Univ.; "Social Culture in School," by Hon. J. C. Shattuck; "Educational Outlook," by Hon. L. S. Cornell, State Supt.

Friday Dec. 30.

9.00 A. M. Work of County Superintendents. Paper,—"Cognition in School Work," by Robt. Casey. Discussion of Question, "Moral and Social Training in Schools," by Messrs. W. A. Andrus, C. W. Parkinson, W. C. Thomas, and Aaron Gove. Query Box.

1.30 P. M. Reports, Nominations, etc. Paper,—"The Modern School-ma'am," by Miss M. R. Campbell. Paper,—"What to Read, and How to Read it?" by M. J. Spaulding. Discussion: H. L. Parker and James M. Baker.

7.30 P. M. Social reunion,—music, recitations, and general good time.

The Executive Committee cordially invite all to come prepared to take an active part in the discussion of papers and topics from the Query Box. Hotels and railroads reduce fares to members.

FOREIGN—*Belgium.*—Private instruction for young gentlemen may be obtained at Bruxelles, of Prin. Monsieur M. de Larmoyer. Mons. de Larmoyer receives a limited number of young gentlemen to instruct them in all the usual branches of a liberal education, and, in particular, to forward their studies in French, German, and mathematics. The house is situated in the best, healthiest, and most beautiful part of Brussels, near the Royal Park, and can be reached from London, *via* Calais or Ostend, in nine hours. The domestic arrangements are under the immediate supervision of Madame de Larmoyer, who is an English lady. The best of references are given. Terms for board, lodging, laundry, and instruction are 18 guineas per quarter for boys.

IOWA.—The twenty-sixth annual meeting of the State Teachers' Assoc. will be held at Oskaloosa, Dec. 27, 28, and 29. The following is the program:

Tuesday, December 27.

3.00 P. M. Opening Exercises. Address of Welcome, by Hon. L. C. Blanchard. Response by Prest. Calvin. Appointment of Committees, and other business.

7.30. Music. President's Address, by Prof. S. Calvin, Iowa City.

Wednesday, December 28.

9.00 A. M. Opening exercises. "The Proper Type of Professional Training, and How to make this available to the mass of Teachers," by Supt. J. A. McLean. Discussion by Prof. M. W. Bartlett. "Effect of Methods of Instruction upon the Results of School Work": Discussion by Supt. M F. Arey.

2.00 P. M. Opening Exercises. "Psychology of Crime," by Hon. L. D. Lewelling. Discussion by Prin. Annie E. Packer. "The Teacher's Responsibility as a Citizen," by State Supt. elect, J. W. Akers. Discussion by Supt. J. J. McConnell.

7.30 P. M. Music. Lecture by Hon. James F. Wilson.

Thursday, December 29.

9.00 A. M. Opening exercises. "How can we better supply our Colleges with properly prepared Students of Collegiate Grade?" by Prof. H. H. Freer. Discussion. "The Best Education,—How far Disciplinary, and How far Practical?" by Supt. Geo. L. Farnham. Discussion by Prof. S. A. Knapp.

2.00 P. M. Opening exercises. "The Normal Institutes,—The Character of their Work and the Results," by Supt. R. M. Ewart. Discussion by Supt. C. C. Cory. Topic: "The Graded Courseof Institute Instruction,—(1) What are the results of the first year's work? (2) What recognition should be given to the teacher who completes this course? (3) Should its use be made obligatory in all Normal Institutes?" Teachers specially interested in this, or any of the preceding topics, are earnestly requested to come prepared to express their views, so as to make the Association profitable to all.

The first or second daily program will announce the time for the meeting of the Principals' and the County Superintendents' Association.

Hotels and railroads reduce rates. For further information address H. Seeley, Oskaloosa.

Illinois State Editor, J. N. WILKINSON, *Decatur, Ill.*

ILLINOIS.—Ottawa high-school has a cabinet-room, 40x25 feet, well-warmed and lighted. It contains the valuable geological collection of the Ottawa Acad. of Natural Sciences, and a great deal of other matter. The botanical collection numbers nearly 1,200 mounted specimens. Princ. Boltwood would like to exchange with Eastern botanists .Prof. Boltwood is secretary of the new Electric Light Co. organized at Ottawa.

The attendance at the Southern Ill. Normal School is large, circumstances considered. The almost total failure of crops in this section of the State gave a discouraging outlook for the fall term, but the enrollment is but seventeen short of the number last fall. The grade of the school is higher than last year.

Action of the Chicago School Board.—Mr. Kraus called the attention of the board to the matter of teachers sending pupils to the homes of absent pupils to inquire as to the cause of such absences, and asked that the board take action prohibiting the practice. Mr. Bridge moved that hereafter all notices of absences of pupils be sent to their parents through the mail. Carried. Mr. Curran moved that postal cards be printed and distributed to the principals for this purpose. Mr. Hoyne moved, as an amendment, that stamped envelopes be furnished the principals for notifying parents of special cases of absence or misconduct. Mr. Hoyne's amendment was adopted by 10 to 3.

We learn that Supt. Power, of Aurora, will come before the State convention next year. Another aspirant for the State superintendency is Prof. Long, of Chaddock Coll., Quincy.

The twenty-eighth annual session of the State Teachers' Assoc. will be held at Representatives' Hall, Springfield, from Tuesday to Thursday, Dec. 27 to 29. Music by the Chicago quartette; Harry Thomas, leader. The program:

Tuesday, 7.30 P. M. Address by Hon. Shelby M. Cullom, Governor of Illinois. Annual address of the prest., E. A. Gastman. Remarks by the State supt., Hon. James P. Slade. And informal speeches by some of the early school-workers of the State.

Wednesday, 9.00 A. M. "The Township System: Its Advantages and Disadvantages," by A. R. Sabin. Discussion, by W. H. Brydges, D. R. A. Thorp, and F. B. Feitshans. "Teachers should be Students," by Hon. Newton Bateman, LL.D., Prest. of Knox Coll. Discussion by John T. Ray, W. S. Mack, and Miss Emma Meserve.

2.30 P. M. Debate,—"*Resolved*, That the Courses of Study in our Graded Schools (below the High Schools) should be limited to the Common English Branches;" *Affirmative*, Homer Bevans; *Negative*, Chas. I. Parker.

General Discussion.—It is hoped that teachers will come prepared to express their convictions on this subject, now being agitated by citizens' associations, the public press, and great thinkers generally.

Thursday, 9.00 A. M. "How to Unify State and County Supervision," by W. B. Powell. Discussion, by John Hull, Henry Higgins, and Joseph T. Perry. "Promotions," by Leslie Lewis. Discussion by Samuel Inglis, L. S. Kilborn, and E. E. Fitch.

2.00 P. M. "Teacher!" by George Howland, Supt. Chicago Schools. "Indirect Influence of Teachers and Teaching upon the Formation of Character," by Rev. Joseph Cummings, D.D., LL.D., Prest. of Northwestern Univ. Discussion by Rev. Richard Edwards, LL.D.

Wednesday evening an address will be given by the poet-orator, Hon. Benj. F. Taylor, subject; "How to Tell It."

The officers of the State Assoc. are E. A. Gastman, Decatur, Prest.; Samuel E. Harwood, Carbondale, Sec.; M. Andrews, Galesburg, Treas.; A. F. Nightingale, Lake View, Railroad Sec.; C. E. Mann of Geneva, A. F. Nightingale of Lake View, M. L. Seymour of Normal, Ex. Com.

The Southern Illinois Teachers' Assoc. will be held at Flora, Dec. 29 and 30. The program:

Thursday, 9.30 A. M. Address by the President, G. W. Smith. "School Supervision," by Prof. J. F. Arnold. Discussion, led by D. W. Elliot and Robert Pence.

2.00 P. M. "Absence and Tardiness," by M. Bigley." Discussion, by W. F. Scott and C. W. Mills. Lecture, "The Value of High Ideals," by Prof. S. H. Deneen, Ph.D., McKendree Coll.

7.30 P. M. Lecture, "The Outside Work of the Teacher," by Dr. W. H. H. Adams, Prest. of Illinois Wesleyan Univ.

Friday, 9.30 A. M. "What is Needed to Make our Schools more Efficient?" by Geo. L. Guy. Discussion by T. B. Greenlaw and W. E. Mann. "The Proper Sequence and Proportion of Studies," by J. J. Brown. Discussion by N. S. Scovell and S. E. Thomas.

2.00 P. M. "Methods of Discipline," by Prof. S. M. Inglis. Lecture, "The Next Step," by Dr. Robert Allyn, Prest. Southern Normal. Organization.

7.30 P. M. Lecture, "The Cultured Citizen a Ruling Factor in the State," by Judge E. B. Green.

The following are the officers: N. S. Scovell of Newton, J. W. Heninger of Mt. Carmel, Ex. Com.; J. T. McKibbon of Sandoval, Sec.; G. W. Smith of Flora, Prest.

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MICHIGAN.—The State Teachers' Assoc. will meet in Lansing, commencing Tuesday evening, Dec. 27, and continuing during Wednesday and Thursday. The indications are that this meeting will be a very profitable one. Prof. Aust'n George, of Ypsilanti, the president of the Assoc., is making special efforts to have a very interesting program to present. The following is presented as an outline of the exercises; the detailed program will be distributed during the session:

Tuesday, December 27.

P. M. Social Reunion at the Capitol. Reception in the Governor's Room, by His Excellency Gov. David H. Jerome and wife, assisted by the Supt. of Public Instr. and the president of the Assoc.

Wednesday, December 28.

A. M. President's annual address, by Austin George. County Examinations: 1. "The Various Relations Sustained by the County Board," by P. A. Lattel. 2. "Certificates: Their Grades and Requirements," by Z. Truesdel. 3. "Examinations in Theory and Art of Teaching," by Chas. T. Grawn.

P. M. "School Boards: Their Responsibilities to the People, and their duties to the Schools," by Judge Thomas M. Cooley, of the Supreme Court. "School Hygiene," by Charles Kelsey.

Address by Rev. Arthur T. Pierson, D.D.

Thursday, December 29.

A. M. "The Educational System of Germany," by Prof. C. K. Adams, of the State Univ. "Our Street Gamins," by James F. Jordan.

P. M. "A Year's Experience in a Departmental Graded School," by Miss E. J. Coleman. "Industrial Education," by Prest. T. C. Abbot, of the Agricultural Coll. Miscellaneous business.

MISSISSIPPI.—State Supt. Smith says that the question of school supervision is one that deserves the earnest attention of all interested in the cause of popular education. It was discussed at some length by our last Legislature, and an advance in some counties in this direction was made, but results commensurate with its importance was not reached. What is most needed now in our public school-system is *practical, thorough,* and *efficient* supervision. It was charged in the last Legislature by its opponents, that local supervision, as at present conducted, in many parts of the State, was simply farcical,—a waste of public funds,—and it is apprehended that there is too much truth in the assertion. Whether it be true or not, the fact cannot be denied that there exists a feeling of hostility on the part of some to providing efficient plans for supervision, growing in the main out of this charge.

The State Teachers' Assoc., which will meet at Jackson, Dec. 27, will discuss local supervision as one of the most urgent measures before that body. Gen. S. D. Lee, the distinguished president of the A. and M. Coll, is the president of the Assoc. A number of eminent educators from a distance,—among them Hon. J. L. M. Curry, general agent of Peabody fund,—have been invited and are expected to be on hand.

New York State Editor, E. T. TOMLINSON, *Auburn, N. Y.*

NEW YORK — A committee of the School Board of Albany recommend that some child's magazine or paper should be used as additional reading-matter in the primary classes, and suggest that in all classes the pupils should daily commit to memory and rehearse short quotations.

It is said the new building of the primary school No. 40, in New York City, will accommodate 1,500 pupils. A goodly number, most certainly.

We notice that many teachers of the State are conducting educational departments in their local papers. The idea is a most excellent one. While they may not become of especial value to teachers directly, they will accomplish much by interesting and informing the general public in regard to educational matters.

We learn with regret that Supt Williams, of Flushing, is soon to leave his present position. Internal strife in the board of education brought about the result. Too late they will learn of their mistake in allowing so excellent a man to go.

The Academy at Pulaski has for the last few years been rapidly falling away from its former high position. Mr. Wheeler, the new principal, is, however, putting new life into the school, and it is now on the gain. The fall term saw more than 125 students in attendance.

The Mexico Academy begins its winter term with upwards of 70 pupils in attendance. This school has done much good work, and still has a grand future before it.

It is commonly reported that the board of education of Rochester has only funds enough to carry the school work through December. An embezzlement is suspected.

The Hamilton Coll. Alumni met on Thursday evening last for their reunion, at the Union Square Hotel, in New York City. Among the speakers were Pres. Darling, Rev. Dr. Hague, Col. Emmons Clarke, and others. There was a strong determination expressed to elevate the college in every respect. This is as it should be. By the way, the sophomores of Hamilton have adopted the University caps.

The people of Oswego are somewhat angry that their schools are to have no vacation during the week intervening between Christmas and New Year's. It has always been customary to have no sessions during that time, but the present year is to be an exception. The board of education justifies itself by claiming that as the Normal School is to continue right along, the city pupils in the Normal school-building would have nothing to do except mischief if there were to be no school; and so to set everything in order and keep it there, they have adopted the course mentioned. As a result, some feeling is aroused, as would naturally be expected. We think it the almost unanimous verdict of experienced teachers, that in reality no time is lost by closing the schools during the holidays.

WISCONSIN.—The meeting of conductors of institutes will be held at Madison, Dec. 26; of State Teachers' Assoc. (semi-annual meeting), Dec. 27; of the county and city supts., Dec. 28.

OHIO.—The National Normal Univ., at Lebanon, is one of the most prosperous institutions in the State, and the present term registers an unprecedented attendance of students. Live teachers make successful schools.

A regular meeting of the Northeastern Ohio Teachers' Assoc. was held in Cleveland, Friday evening, and Saturday, Dec. 9 and 10. Friday evening was occupied with memorial exercises in honor of Hon. W. D. Henkle, of Salem, who has been for many years a prominent member of this assoc., as well as of the Ohio and National Educational associations. On Saturday resolutions of respect were adopted by the Assoc. A paper was read by H. M. James, one of the supervising principals of the Cleveland schools, on "Garfield as a Teacher." This was followed by a paper on "Waste in the Education of Girls," by Miss Mary Evans, of Lake Erie (female) Seminary, Painesville; and a paper on "Patriotism in our Public Schools," by Prof. Wm. G. Frost, of Oberlin Coll. The discussion of these two papers was postponed until the next meeting, which will be held at Cleveland, Feb. 11, 1882.

Among the notable utterances in the discussion of "Garfield as a Teacher" was one by J. H. Rhodes, Esq., of Cleveland, who was associated with Garfield at Hiram, both as student and teacher. Mr. James, in speaking of Garfield's constant industry and his influence over students, related that a volunteer class in geology at one time recited an entire term, with unflagging interest, at 5 o'clock in the morning. Recalling this, Mr. Rhodes said, "At the time that this geology class was reciting at 5 o'clock, Garfield was routing me out at 3 o'clock for a lesson in Greek.

The following officers were elected for the ensuing year: *Prest.*—Reuben McMillan, Youngstown; *Vice Prest.*—Mrs. Rebecca D. Rickoff, Cleveland; *Sec.*—Hiram Sapp, Wadsworth; *Treas.*—A. B. Stutzman, Kent; *Ex. Com.*—Prof. Geo. White, Oberlin; Samuel Findley, Akron; W. R. Comings, Medina.

SOUTH CAROLINA.—Prof. David Duncan, of Wolford Coll., Spartanburg, one of the most eminent scholars and widely-known educators in the South, died Nov. 2, aged 90 years. He occupied the chair of Ancient Languages to the day of his death.

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